



# National Parent-Teacher

*The P.T.A. Magazine*

SEPTEMBER 1956

*The P.T.A. Magazine*

**SEPTEMBER 1956**

# Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

*Membership  
of the National  
Congress  
of Parents and  
Teachers is now  
10,130,352*

## P. T. A. MEMBERSHIP BY STATES

Alabama.....	212,923	Louisiana.....	96,554	Pennsylvania.....	500,000
Arizona.....	65,788	Maine.....	26,284	Rhode Island.....	46,917
Arkansas.....	117,430	Maryland.....	154,030	South Carolina.....	81,037
California.....	1,529,756	Massachusetts.....	131,323	South Dakota.....	33,774
Colorado.....	147,482	Michigan.....	342,492	Tennessee.....	286,582
Connecticut.....	126,318	Minnesota.....	224,864	Texas.....	560,350
Delaware.....	28,193	Mississippi.....	77,784	Utah.....	92,658
D. C.....	37,881	Missouri.....	223,572	Vermont.....	21,765
Florida.....	265,135	Montana.....	31,201	Virginia.....	228,587
Georgia.....	214,515	Nebraska.....	65,601	Washington.....	206,675
Hawaii.....	64,183	Nevada.....	16,800	West Virginia.....	113,465
Idaho.....	49,474	New Hampshire.....	21,803	Wisconsin.....	127,438
Illinois.....	618,422	New Jersey.....	386,989	Wyoming.....	14,676
Indiana.....	257,084	New Mexico.....	36,164	Unorganized Territory..	12,575
Iowa.....	138,414	New York.....	447,912	Total.....	10,130,352
Kansas.....	171,453	North Carolina.....	326,159		
Kentucky.....	168,261	North Dakota.....	39,614		
		Ohio.....	657,829		
		Oklahoma.....	161,032		
		Oregon.....	123,134		

## CONCERNING CHANGE OF ADDRESS

Copies of *National Parent-Teacher: The P.T.A. Magazine* come to subscribers by second-class mail. If copies are not delivered because of wrong or incomplete address, changes of address, or other similar reasons, they are returned to the magazine office in Chicago at our expense. You can help us keep this item of expense to a minimum and at the same time assure delivery of the magazine to your home without delay by giving us your new address one month in advance.

## Subscription Blank

SUBSCRIPTION RATES  
\$1.25 a year—U.S. and possessions  
\$1.50 a year—Canada  
\$1.75 a year—Other countries

NAME \_\_\_\_\_

(Please Print)

STREET AND NUMBER \_\_\_\_\_

CITY, ZONE, AND STATE \_\_\_\_\_

ASSOCIATION \_\_\_\_\_

Send check or money order to **NATIONAL PARENT-TEACHER, 700 North Rush Street, Chicago 11, Illinois**

## 10-56

If these figures appear just below your name and address on the back cover of this issue of the magazine, your subscription will expire with the October 1956 issue. We suggest that you renew now so as to avoid delay in receiving the November *National Parent-Teacher*.

Member of the



THE P.T.A. MAGAZINE

700 NORTH RUSH STREET • CHICAGO 11 • ILLINOIS

*Officers of the Magazine*

Mrs. Newton P. Leonard, President  
 Mrs. Rollin Brown, Vice-president  
 Mrs. L. W. Alston, Secretary  
 Ralph H. Ojemann, Treasurer

*Directors*

Mrs. L. W. Alston	Mrs. Newton P. Leonard
Mrs. Rollin Brown	Mrs. T. H. Ludlow
Mrs. Joel Burkitt	Rulon H. Manning
John S. Carroll	Ralph H. Ojemann

National Parent-Teacher: The P.T.A. Magazine is the official magazine of the National Congress of Parents and Teachers. All officers and directors are members of the Board of Managers of the National Congress. The directory of the Congress will be found on the inside back cover.

*Editorial Office*

700 North Rush Street, Chicago 11, Illinois

The magazine is not responsible for loss or injury to manuscript or art material while in its possession or in transit.

*Subscription Office*

700 North Rush Street, Chicago 11, Illinois  
 Eleanor Twiss, Business Manager

*Rates*

\$1.25 a year—U.S. and possessions  
 \$1.50 a year—Canada  
 \$1.75 a year—Other countries  
 Single copy—U.S. and possessions, 15 cents  
 Single copy—Other countries, 20 cents

Make check or money order payable to the National Parent-Teacher and mail to the above address. Allow four weeks for first copy to reach you.

Notice of change of address must be given one month in advance and must show both old and new addresses.

The National Parent-Teacher is listed in the Education Index and the Readers' Guide to Periodical Literature.

Published monthly, September through June, by The National Parent-Teacher.

Entered as second-class matter, October 3, 1939, at the Post Office at Chicago, Illinois, under the Act of March 3, 1879.

Copyright 1956 by The National Parent-Teacher

## Contents FOR SEPTEMBER 1956

The President's Message  
 Year of Breakthrough?..... Ethel G. Brown 3

## ARTICLES

What Is the Press Doing to Teen-agers?..... Karin Walsh 4  
 On Creating an American Culture..... Frank C. Baxter 7  
 Do Children Grow by Timetables?..... Ruth Strang 12  
 Teacher and Parent Talk It Over..... Mary Harden 15  
 Roving Camera at Our Convention..... 18  
 United States Citizen: 1956-1957  
 1. The Free Citizen and the Mind's Health.. Bonaro W. Overstreet 20  
 Two Million Absentees..... 25  
 Families Around the World..... Brock Chisholm, M.D. 26  
 Future Teachers—Junior Edition..... Russell E. Johnson 29

## FEATURES

Worth a Try..... 11  
 What's Happening in Education?..... William D. Boutwell 23  
 Books in Review..... 33  
 Horizons of Mental Health: Study-Discussion Programs  
 Ruth Strang, Bess Goodykoontz, and Evelyn Millis Duvall 34  
 Notes from the Newsfront..... 37  
 Motion Picture Previews..... 38  
 Design..... Igor de Lissovoy  
 Cover..... H. Armstrong Roberts

Editor Eva H. Grant

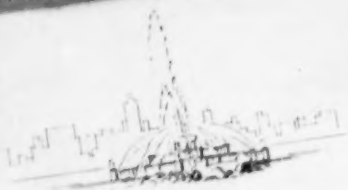
Associate Editors Mildred Bevil John S. Carroll Henry F. Helmholz, M.D.  
 Ethel G. Brown Anna H. Hayes Ralph H. Ojemann

## Advisory Editors

Sarah C. Caldwell, Teacher, Roosevelt-Kent High School, Akron, Ohio, and Past President,  
 National Education Association  
 Mrs. James Fitts Hill, Past President, National Parent-Teacher  
 Harold C. Hunt, Undersecretary, U.S. Department of Health, Education, and Welfare  
 J. Paul Leonard, President, San Francisco State College  
 Bruce E. Mahan, Dean, Extension Division, State University of Iowa  
 Bonaro W. Overstreet, Author, Lecturer, and Adult Educator  
 George D. Stoddard, Dean, School of Education, New York University  
 Harleigh B. Trecker, Dean of the School of Social Work, University  
 of Connecticut  
 Paul A. Witte, Professor of Education, Northwestern University

Managing Editor Mary A. Ferre





The Chicago Chapter of the  
American Institute of Architects  
and

The Chicago Association  
of Commerce and Industry  
Present the

HONOR AWARD

1956

To

National Headquarters Building  
National Congress of Parents and Teachers

National Congress of  
Parents and Teachers  
Owner

Holabird & Root &  
Burgee  
Architect

Poirer Construction  
Company  
Builder

For Excellence in Architecture



This honor award was presented to the National Congress of Parents and Teachers on June 7, 1956. Striking photographs of our national headquarters along with other award-winning buildings were featured in a special exhibit at the Chicago Art Institute.





## *The President's Message*

### Year of Breakthrough?

ONE SEPTEMBER MORNING close to nine o'clock millions of boys and girls will be heading for school. Within minutes they'll be answering to the first roll call of the new term.

For many, roll will be called in an inviting classroom—modern, spacious, and light; ideal for work and play—as close to ideal as special talents can make it, the special talents of architects, lighting engineers, furniture designers, interior decorators, air conditioning experts, and others who have made a lifework of school design and school construction. The storerooms of this inviting school will be well stocked with attractive books and modern equipment. The teacher who welcomes the children will have a full share of the skill and sensitivity that the growing child needs if he is to thrive. Here at the starting line there's every sign that this will be a good year for learning, that all along the way children's growth will get the green light.

Fortunate children—well remembered by their communities.

That same September day other boys and girls will step into buildings of quite another stamp. These youngsters will answer roll in archaic structures with deep stair wells, creaking steps, and dim hallways. Perhaps roll will be called in a basement classroom, a former factory, a converted residence, an aged fire-trap, or a shaky structure that should have been scrapped long ago. The school day may be sharply abbreviated. The dismissal bell may ring after only three hours of lessons. Then the children will have to leave to make room for a second shift, and the second shift for a third. But first shift, second, or third, the classes are large and the teachers too hard pressed to give the children individual attention, no matter how much it is needed.

Not-so-fortunate children—not so well remembered by their communities.

And some boys and girls won't answer the roll call at all that first day. They'll be in the fields with their families, picking vegetables and fruits that will turn up on our tables at mealtime. These young workers

will not sit at a school desk on that first day of school, and when the roll is called tomorrow or next week, the child harvesters may be on a truck chugging toward another field or orchard where work waits. Season in and season out, they move from field to field, and always the classroom remains for them an alien land.

Forgotten children? Nobody's children?

WHATEVER the reasons for sharp educational inequalities, it is an illusion to think that we can avoid the consequences of these gaping disparities. Who can count the losses already suffered from the prolonged delay in meeting school shortages that have been piling up year upon year? If the children who are not getting their full measure of educational opportunity were the only victims, the nation would still have reason for grave concern. But the fact is that when children get cut-rate schooling we are all losers—in potential services, in lowered civic standards, in tax costs of patching the social damage that is sure to follow when children are neglected.

For a decade and a half classroom shortages have jammed the way to full educational opportunities for all children. The White House Conference on Education is in the past. The findings of that unprecedented meeting have been released. Now the final imperative is action, and we of the parent-teacher associations have a blueprint for that in our Action Program.

Can we get this too-long-unfinished business of classroom shortages behind us? Is it possible that one September soon every child will step into a classroom where he may enjoy learning advantages on a par with those of every other child in the public schools?

Can we make this the year of breakthrough?

*President, National Congress of Parents and Teachers*

# What Is the Press Doing to Teen-agers?

Karin Walsh



THE TROUBLE WITH TEEN-AGERS began when some smart salesman made a group out of them in order to sell bobby sox.

This statement probably couldn't be documented, but somewhere along the line that's what happened. Maybe it wasn't a smart salesman, and maybe it wasn't bobby sox he wanted to sell, but it really doesn't make any difference.

Previously there were groups within teen-agers. They could be divided into city kids and country kids. There were groups that had freckles or pimples or lived on the wrong side of the tracks. But now in the year 1956 we have them all lumped into one club. A teen-ager is a teen-ager and has to be dealt with along with the veterans, the labor unions, the Democrats, and the Republicans.

By becoming a group, teen-agers as such become news. Their antics (and by now they have acquired them), their fashions (now on the designers' boards with seasonal regularity), and even their ideas on political questions are reported diligently by the press. This is as it should be. For here is a general area of public interest.

As in other areas of interest, news about teen-agers arouses varying reactions, all the way from hearty approval to head-shaking disapproval. No one ob-

jects when 4-H Club members pour into a city and their wares and their talents are reported. This is constructive news about young people. Nor is there any objection when graduation stories make their annual bow and outstanding students are awarded scholarships. The space the press gives to marble tournaments, high school sports, and even panty raids is considered meet and just.

When the press "does things" to teen-agers it is always in the area of crime, delinquency, or hooliganism. Some people—among them judges, social workers, and teachers—agree that the less said about such youthful activities, the better. So it was in this area that the first rules had to be set up.

## A Free Press Makes Its Own Rules

About ten years ago I attended a meeting of editors called by officials of the Cook County Juvenile Court. They wanted a promise from the press that names of juveniles would not be used in crime or delinquency stories. Their chief argument was that such publicity only goads youngsters on to bigger crimes just to get into the limelight and that efforts at rehabilitation could best be conducted in secrecy.

No newspaper could agree to any blanket blackout of the sort suggested. But because the matter came

*Does the press have a special responsibility in reporting news about teen-agers? Does the emergence of teen-agers as a newsworthy group call for a set of special news rules? The obligation of the press to inform and the right of the community to know—how far do they extend?*

*These are a few of the questions concerning youth and the daily press that we have long wanted to submit to experienced judgment. And so we asked City Editor Karin Walsh of the Chicago Sun-Times to give us his views. Mr. Walsh, known as the country's youngest city editor when he took this post, is the father of three children—two of them teen-agers—and a P.T.A. member. We bring you his vigorous, unvarnished reply and invite you to share your thoughts with us on this profoundly important issue.*

**This is the first article in the 1956-57 study program on adolescence.**

out in the open there was plenty of discussion about it, and eventually some rules were made. These vary from paper to paper. The *Sun-Times* rules on these matters are contained in our style book. They stipulate that the *Sun-Times* may not (except in unusual circumstances):

1. Use the name of a rape victim.
2. Use the name of a child whose parents may be involved in scandalous conduct or in scandalous litigation.
3. Use the name of a juvenile involved in a misdemeanor.

The paper also seeks not to do so in the case of a felony. When juveniles are involved in felonious crimes—shooting, stabbing, armed robbery, and so on—that are given prominent display, the disclosure of their names is considered an integral part of the story. While it is our desire to protect juveniles, it is also our duty to our readers to inform them fully about the identity of criminals, young or old, in major stories. Failure to do so is to shortchange our readers, who would have to rely on other newspapers to obtain the desired information.

4. Involve innocent members (adult or minor) of a person's family merely because that person figures in a crime story or a story of a scandalous nature.
5. Resurrect a person's past unless it is germane to an important current story.
6. Refer to a child as illegitimate.

7. Engage in any form of racial or religious labeling, except where such identification is necessary to an accurate understanding of the story.

Within the last year we had a case in Chicago where a gang of young toughs went out to get even with an adversary. The fray ended with one youth dead, shot by a fourteen-year-old. The killer was convicted, and nine other teen-agers were charged for their part in the crime. Most of them were given jail sentences.

This story got plenty of play in the newspapers. At the *Sun-Times* we followed it up with a series of almost clinical studies of each culprit. The cases were dramatic in their similarity. The youngsters all came from reasonably good neighborhoods, but through each case ran the same theme—a broken home, working parents, lack of home supervision, poor schoolwork, truancy. Certainly here the press was not to blame. Rather than "doing something" to the teen-agers it pointed out causes for those readers who cared to know them.

### Back Fence or Front Page?

Just two months ago in a prosperous and enlightened suburb of Chicago some teen-agers robbed a church of its Sunday collection, which amounted to hundreds of dollars. Under our rules we did not publish the names of the boys. But I wonder how much good it did, because all the high school students knew who they were, and the case was common gossip among the teen-agers.

It's pretty difficult to keep something a secret today. Certainly keeping a story out of the newspapers is no guarantee that the facts won't become known. More often than not they will get garbled passing over the back fence.

Of course the problems presented to the metropolitan press are not the same as those of a small town newspaper. The large papers are able to make their own rules and can withstand the pressures that seek to change them. In smaller communities this is not always the case. However, in small communities as well as large it is the duty of the press to inform. By ignoring juvenile delinquency and soft-pedaling the peccadilloes of the banker's son, a newspaper is being derelict in its duty, and the residents of the community are being deprived of their right to know.

There isn't any way the average citizen can inform himself sufficiently about his community except through an alert and fearless press. Too often uninterested and uninformed parents are content to drop the problems of juvenile delinquency in the laps of the schools and the social agencies. And too often the overloaded and harassed teachers and social workers find themselves with a situation beyond their resources to control.

An alert newspaper with sufficient courage and independence can at least sound the alarm long

enough in advance to let the parents know that there is a problem—and that they, the parents, if so inclined, can do something about it.

Instead of worrying about what the press does to teen-agers we might better ask what the press does for teen-agers. Consider, for example, what a newspaper can do for them through its editorial pages. Here is what the chief editorial writer of the *Sun-Times*, Robert E. Kennedy, has to say on this point:

"Most newspaper editors and their editorial writers appreciate the need for a professional outlook on problems of child development, juvenile delinquency, and crime in general. Today's editor cannot afford to jump to uninformed, man-on-the-street opinions on such matters. Just as he must know more about foreign affairs and politics than the average person, he also must know and understand the best current professional opinions on sociological matters.

"There are, of course, some newspapers that approach all juvenile crime problems with a throw-'em-in-jail-and-toss-away-the-key attitude. But editors are fathers and members of the community too. They are as interested as are the sociologists in finding out the causes of juvenile crime and in preventing crime. Often it is the enlightenment and the encouragement given on a newspaper's editorial pages that serve to promote in public officials a healthier regard for those who believe in professional treatment for young offenders.

"The *Sun-Times* recently had occasion to point out on its editorial page that Judge Leibowitz of Brooklyn, eminent authority on juvenile crime, blames our 'crazy world' on a breakdown in home influence and conditions in our schools. 'If today's problem is serious,' asked the editorial, 'consider what it will be when today's mixed-up youngsters themselves become parents. Our greatest comfort is in the fact that most young people today are good citizens and well adjusted to living in a "crazy world."'

"Most newspapers go out of their way to remind their readers that by and large youngsters today are no worse than their parents and, in fact, because of the kind of training they are receiving in modern schools, probably will be better than their parents."

#### If Readers Would Only Read—

Among our critics are those who say that the press publishes only the bad things that teen-agers do and thus throws the whole problem out of perspective. This is patent nonsense and could easily be disproved by reading the papers. The teen-agers themselves are quick to use the argument in their efforts to get publicity for their favorite projects. Never a day goes by that some squeaky voice doesn't call the city desk: "You are always publicizing the bad things teen-agers do. Wouldn't you like to print a story about something good that we are doing?"

It takes only a few minutes and a few questions to make the insistent youngster back down and admit that he can't think of any one bad thing the press has printed about teen-agers in the last twenty-four hours—or, for that matter, twenty-four days.

Which brings me to another point: These critics of the press just don't read the papers, or if they do they don't remember what they read. And this goes not only for the adult critics but for the teen-agers themselves. The newspaper—and let's assume it's a good one—is a daily university for the young person, if he or she would take the time to read it.

Recently I happened upon a group of teen-agers in my living room (I have a teen-aged daughter and a teen-aged son). They were disturbed over an assignment they had been given at school, having to do with gathering information about certain national and world problems. They were distraught. They couldn't find any information anywhere.

I sent one of them to the basement to bring up a week's discarded newspapers, and in less than an hour I showed them how to find almost everything they were looking for. They simply hadn't bothered to consult their daily university.

Besides keeping him posted on what's going on in the world, a newspaper tries to help the teen-ager in many other ways, if he will only stop long enough to be benefited. Just look at the array of help most newspapers offer: fashion and beauty information; etiquette columns of special interest to young people; hobby stuff—all about stamps, cameras, new recordings, movies; party ideas; new ideas for school lunches; to say nothing of cross-word puzzles, short stories, and other entertainment features. From time to time, too, many newspapers reprint, in installment form, current books that are of particular interest and value to young people.

Perhaps one of the most interesting and popular features for teen-agers these days is the old advice-to-the-lovelorn column. These columns are now more like personal problem clinics than anything else, and they have a great attraction for teens. Through published letters and replies the youngsters can put themselves in a great many situations that might confront them and get advice on how to deal with them.

But that is neither here nor there. The press is not the cause of juvenile delinquency, nor can the press solve the problems that beset our young people today. Whatever concerns the community concerns the press. Newspaper reporters are on hand wherever community problems are aired. More than that, they are willing to join in civic efforts to curb whatever influences push young people toward delinquency. But in the last analysis it's up to the parents and then the teachers, in the order named.

Maybe that's one reason why we have a parent-teacher organization!



Our greatest songs, our greatest poems,  
our greatest paintings have still to be created.  
What part does a people play in the  
flowering of the arts?



© United Press Photo

# On Creating an American Culture

**Frank C. Baxter** *Professor of English, University of Southern California, and Television Lecturer*

IT IS ALWAYS DIFFICULT to generalize about our own time because of the sheer nearness of events. For most people, history is something that happened before 1920. It is hard to realize that we are in the stream of history that began to deepen and widen about 7000 B.C. Westward, always westward, that stream flowed, deepening and growing in velocity. It is here, out of the past. We are part of it; it flows from us into the enigmatic and clouded future, whose face no man can clearly discern. It is thrilling to sense that we are a part of what has been and that the future will be shaped, poisoned, clouded, or made better by us.

Yet when our story is told by historians of the future I suspect they will say, "Look at the people of the 1950's. Never has a civilization been so maimed, so disrupted, so distraught." I think the historians will also say that we represented a civilization in convalescence. Emerging from two cataclysmic wars, mankind today is beset by all sorts of changes, economic depressions, and cycles—changes brought about by the new technology and by the tremendous increase in population. The population of our

own country has doubled in my lifetime, and I am told it will double again between 1950 and the year 2000.

Our Western civilization has been hurt economically, politically, socially, esthetically, and ethically. All the values held so easily in the days of my youth have been subject to change. Yet in the 1950's we find that an extraordinary thing has happened. In a single generation the greatest social experiment in recorded history—mass education—has been implemented and extended. It never has been tried before. Now, at public expense, a child endowed with cleverness and the seeds of future growth can go from kindergarten to research in archeology or to the ultimate reaches of nuclear physics. What a wonderful thing this is! But only time can tell just what the historians will say about us and our experiment in mass education.

## First of All, Strength

It seems to me that history has imposed upon us four very definite imperatives. Our country has many easily demonstrable faults, but we do know—as we

spin the globe and let our mind's eye travel from country to country—that something has evolved here in this part of the North American continent that is extremely precious to men. It may indeed be the last great hope of the world. To make sure that this American democracy of ours survives the threats made on it from without, our first imperative is to be strong and to be ready to defend.

The second imperative is to make our democracy a working reality rather than an abstract ideal. Ideally a democracy consists of all men holding equal power of vote and authority, men who meet and cast their votes on the basis of information, study, and knowledge. The only kind of voting that really counts is based on the weighing of issues, not on a certain man's hair-do, or lack of it, or on the fact that he is kind to animals. One of the hardest things we have to do is learn to be decent citizens, well-informed voters.

I think often that the two most difficult jobs in



all the world—parenthood and citizenship—are entrusted largely to amateurs. Most people, having no prior preparation or readiness, learn these by trial and error. Yet we know that the founding fathers expected people to vote with clear minds and an awareness of issues, in order to make this democracy a reality.

I always worry when we say to primitive people in far corners of the world, "Go be a democracy." Democracy is something you have to be ready for and to deserve. We have been lucky in this country to grow into it slowly. It does not quite fit us yet, but it is there, and it is an ideal. It is a target. And it

is the most splendid thing the mind of man ever created for the governing of himself and his fellows. The third duty put upon us, then, is to spread this democracy as wisely as we can, to give other people that target of human decency which is a fair-functioning democracy.

In many parts of the world a man standing on a platform, addressing a large group of people, would think, "Dare I say my next sentence? Will it be misunderstood?" But if someone says "Good morning" to me, I don't stop and think what ideology is reflected. Although misunderstandings can happen here in America, we have more of blessed freedom than have other men. If we believe in it enough, we are committed by our very belief to help others grow into it even as we do.

### Toward a Cultural Flowering

The fourth imperative is that we must strive with all that we are and all that we have to realize the great potentialities of America, and to beget what we have so far not had—a creative flowering of a true national culture. We have been concerned with material things, with conquering this vast continent, and with taking tremendous new ideas from science and applying them to complex and diversified ideologies. We have power. We have stalwart legislative mechanisms, inventions, and mechanical arts. And yet, suppose I were to ask you to name two novelists who rank first in American letters today. Whom would you name as speaking for you and for America? Whose is the voice? John P. Marquand? What dramatist speaks for you today? Tennessee Williams?

Somehow our novels and plays don't seem to reflect us. We have difficulty in identifying ourselves with the characters. A man said recently, "When I open a modern novel I ask myself, 'Am I really up to this today? Can I face this sad girl standing at the window, looking down the dark street brightened with shafts of automobile lights and saying "Can I go on with this?" Or am I up to reading about the young man caught in a jam between evil and evil, saying "Can I go on with this?"'"

It is a curious, clinical sort of literature that we have, when it isn't just frankly escape. But don't scorn escape literature. You ought to see me at four in the morning in my pith helmet, heading through strange jungles with my elephant gun. Or take the modern detective story, where people commit their various assorted mayhems with the merriest of conversations. What good times they have in detective stories! Everybody speaks with verbs in his sentences and has nice manners.

Where are the artists, sculptors, and architects who are first in their art today? We are a bit afraid of the intellect and the creative person, so we use terms like "long-hair" and "egghead." No, we haven't had the culture of which we are capable. There

were Emerson, Bryant, and Whittier, but we would be hard put to name more than a half dozen poets now, let alone one whom we would acknowledge as the voice of our time.

Our civilization has wrought its patterns. We are heirs to all of them, but we have not spoken. I wish I had some formula by which we could bring about the renaissance of the human spirit, but it is not easily done. You and I have a fearful problem under mass education to make sure that mass pressure does not iron out our children until they become faceless statistics. I have many students who are magnificently adjusted for social growth, but there is too much pressure of the social world upon them. Codes vary in each class year, and somehow the students adapt themselves to them with a curious and protean quality. They become faceless.

One of the hard things about living in a group is that the group is, in a sense, like a great creature. Any individual who stands out and talks to a group is a rogue and a rascal because he does not choose to run with the pack. "Watch him," they say. "He is going to say something. He will explode any moment now."

The student who asks a question in a class is regarded speculatively by the rest of the students. If he gets an answer and sits down, he is all right. But if he asks a second question, the other students begin to mutter and shuffle their feet. If a student ever asks three questions running the mutter grows louder. He is dickering with the enemy. He is reaching across, and this is subversive to the group.

No student has ever been known to ask four questions running.

Of course society, by sheer necessity, has to have certain tacit understandings. You do this with your fork. You don't do that with your knife. You keep to the right when you drive. (Think of the laws that will be needed to govern traffic in the year 2000!) As the mass grows—and there are six times as many people in our world as there were in Shakespeare's—conformity grows. But when we help people adjust to their social group, we must teach them at the same time to preserve that other quality, their blessed individual difference.

### Conformity—Foe of Art

You have to render unto Caesar the things that Caesar imperialistically collects. You have to fit into society, but you also have to save a little bit of yourself. It is in that little bit of self that the arts flourish. We can't have creativity if every man is going to be exactly like his brother, as a clothespin is to a clothespin.

Social pressure can be a terrible thing. I was in Rome one hot summer—a long time ago, it seems now—and watched a parade of little Fascist boys in black fezzes. It was delightful; they were cunning,



© H. Armstrong Roberts

cute. The boys got bigger and bigger until they needed a shave. Then they walked with cocks' feathers in their hats. And then came Il Duce, and all Rome flipped its hand at him. I didn't want to. I was just a visiting fireman. Yet suddenly I felt social pressure all around me, and I too flipped.

Society and its pressures are moving in on us, saying "Think like the rest of us, dream like the rest of us, love Lucy like the rest of us." To these pressures I say "No." The people next door to us painted their living room last year, but they have just repainted it because no one uses chartreuse this year. Society reaches in to tell each one of us what our taste should be. And I answer "No, no, no!"

The Gallup Poll has shown in several successive years that 17 per cent of adult Americans had read no books in the previous year. One out of six Americans read no book for twelve months! When we add up all the books bought by Americans—paper-covered books, editions put out by book clubs, and books on publishers' reports—we seem to have an incredible quantity. But put the figure against the number of Americans and you realize that very few books are sold per capita. In this respect we are probably ninth among Western nations. We say the libraries here are greater and have more available books. True, and yet any librarian will tell you that the same people seem to do most of the reading.

I sense a somewhat baffling despair on the part of college teachers that their students have no allusive background. They are nice kids, but they are not very literate. They were not made to read early enough. And this is where parents come in. I know so many homes in which there are all the complicated bits of apparatus for gracious living, but very few books. To my mind it is a sin not to start a child reading early. Later on he won't be able to read

books that are worth reading unless he has read many other books before.

The things of the mind must be fed. You can starve a child in many ways. You can deprive him of proteins and carbohydrates and vitamins and water. But you can also starve his mind, which is a terrible and awful thing to do, by not providing him with material for his brain to work upon. Feed his mind, and let him find himself and his individual differences. When the rare spark of genius is found, let it burn.

To encourage the creative arts in our culture, perhaps we have to be less democratic about our education. Think how difficult it is for teachers to have four or five classes a day of thirty, forty, or fifty students each, some of whom exhibit no aptitude, no desire, no readiness for learning! We have to do something about this group. Maybe raising standards will help. I believe we must accept the fact that one man is not like another in wits or in capability. We should try to find early those who have superior ability and those who for one reason or another are unable, unwilling, and unready to take any further education.

We have not yet given the world the music we may give when men have leisure time, when men are not engrossed by material things, and when they have the sort of background that comes from reading, conversation, and leisure. We will have it yet, I hope.

Before we can have a flowering of the creative arts, there must be hunger for it everywhere. There is a philosophy in the world that says you should never do anything unless you do it well, which is utter nonsense. It is fun to paint, for example. The result may be terrible, but try it anyhow, because the happy man is the man who fits into society and doesn't lose anything in the process. He is a good citizen and pulls his weight in life, but he keeps a blessed margin of energy for himself.

### Faith, Space, and Time

Carl Sandburg once said that only after man had stepped over the margin of animal subsistence, when he didn't have to worry about food or shelter or refuge from his enemies, could he create the dance, song, and the beautiful running stags painted on the inside of caves. When men are hurt or threatened or uncertain they do not sit down and write sonnets. True, if they get fat and are unthreatened they don't write them either. All great epics and earth-shaking stories tend to come after men have gone through some period of upset into a period of new values.

What do we need before we have a renaissance in this country? I think first we must have faith—faith in God, faith in democracy, and faith in man. We have to believe in something. All creative ages have been ages of belief in man's dignity, a thing that the Renaissance almost produced, but not quite. Yet

along with belief there must always be freedom to disbelieve, to argue, to put our faith to the test.

There used to be something in America called family life. People used to have elbow room, but as the world fills up their pigeonholes get smaller. Despite this tight packing, we must arrive at standards of what is good in life, what is less good, and what is no good—and hold to the standards. We must make it possible for man to be himself to the maximum degree compatible with our social living.

I think we need more time. There is too much to do, too much to think about, and too much to hear. For a man to want to be quietly alone for thought is considered antisocial and almost dangerous. We must believe that human living is a dignified and splendid thing. Respect the individual differences among men and don't try to iron them out.

I detect a hunger in America. People write to me and say, "I wish I had gone to college" or "I wish I'd had something more than junior college. How do I go back and make a person of myself?" *I wish . . . I wish . . .* Although they haven't said that they couldn't grow the way they wanted to, that's what it adds up to. I can only say to them, "Read," and I send them thousands of reading lists. How the pocket-size books sell! It is my hope that the two hundred thousand persons who bought paper-bound copies of the *Iliad* and the *Odyssey* will read them. But I find that most of my friends who buy books—and I, too—buy them for that day of leisure which may ultimately give them time for reading.

I believe we are going to have a great culture here. Once we get over the hump of tension that threatens us, we will come onto some level or plateau where we can believe in ourselves and in our country. Meanwhile all about us standards of living are increasing, as are the appurtenances of good living. The important thing is coming.

Music is one art that is flourishing in this country, and radio has been largely responsible for it. When I was a boy there was very little music in my world. Today some of the smallest towns in America have their own orchestras. Though many people are spectators and very few people are writing music, there is a hunger for it.

You and I, who serve as parents for future America, must plant the seeds and tend the garden. Otherwise the harvest will not be worth the reaping. Otherwise we shall go down as did the Romans, who invented power but never originated anything in the realm of the spirit. We have in our hands the shaping of the malleable, utterly wonderful, richly potential, and incredibly valuable stuff of human life.

---

*This article was adapted from a speech given by Dr. Baxter at the annual convention of the National Congress of Parents and Teachers held last May.*





## WORTH A TRY

### Drop That Jaw

Are you a bruxite? Bruxites suffer from bruxism—the dentists' word for tooth gnashing. This habit, which can loosen teeth and lead to infection, may be caused by worry, tension, poor diet, inadequate rest or recreation. Some patients overcome the habit when they learn the damage grinding and clenching can cause. Others may need to have uneven chewing surfaces recontoured. Dr. Thomas E. J. Shanahan of Brooklyn has this advice for bruxites: Relax your lower jaw.

### No Litter in Fairyland

Young visitors to Children's Fairyland in Lakeside Park (Oakland, California) cheerfully tote their refuse to park receptacles—plastic kangaroos with extra large pouches for receiving rubbish.

### Swift Swabbing for Stains

Speed's the watchword when you're trying to keep a spilled liquid from leaving a permanent stain. Blot the area immediately, using paper towels, napkins, or facial tissues. Then sponge the spot lightly with a clean, damp cloth. To avoid spreading the stain, work from the outer edge of the spot toward the center.

### Service for Drivers

School bus drivers—and there are about a hundred and thirty thousand of them—will again be on the job this month, transporting more than nine million children to and from school every day. Fleets that want to roll up an ace safety record might look into the special accident prevention service of the National Safety Council. Bus drivers in ten states have already taken advantage of the Council's program. Details are available from the Secretary, Advisory Committee on

School Bus Program, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.

Other members of the professional driving fraternity—cab and truck drivers—may want to write the Council about safety programs designed especially for these riders of the road.

### Cards for You—Milk for Tots

A glass of milk a day for almost half a million children. This is what the 1955 sales of UNICEF cards can be translated into. The cards, more than four and a half million of them in all, netted the United Nations International Children's Fund about \$227,000.

Because inquiries continue to flow in, UNICEF is announcing that it still has cards in stock. A dollar sent to the UNICEF Greeting Card Fund, United Nations, New York, will bring a box of ten. The colorful greeting cards make attractive gifts and prizes, and you yourself will find them useful for thank-you notes and other messages.

### On the Job Front

Relax age barriers in hiring, pleads the industrial commissioner of New York State, Isador Lubin, who reports that in New York City alone as many as one hundred thousand workers over forty-five years of age are looking for jobs. Said Commissioner Lubin: "Too many are running up against an iron curtain called 'age.'"

### The Day the Mortgage Is Paid

While you may be all aglow with relief and gratitude on that happy day when you make the final payment on your home, don't rush to the fireplace and burn the mortgage. If you must have a flaming celebration in honor of your debt-free home, put the paid-up mortgage in a safe place, and burn a blank sheet of paper instead. The

real McCoy might prove valuable if you should decide to sell.

This is the advice of Ben F. Bohac, president of the Talman Federal Savings and Loan Association, who also warns home owners to safeguard other important home documents, such as deeds, title policies, tax receipts, and insurance papers.

### Learning by Cooking

Pay a call to a certain kindergarten near lunchtime and you'll catch the tempting aroma of cooking food. Inside you'll see youngsters bustling about, fitting together sandwiches, stirring soup, setting out fruit and cookies—not mud-pie, let's-pretend creations, mind you, but honest-to-goodness, smell-good, taste-good dishes. These romper-age, no-nonsense chefs are preparing lunch, their own lunch. "The youngsters aren't just cooking. They're also getting lessons in nutrition," Eva Pollack, the teacher of this New York City kindergarten class, will tell you. By whipping together real-life meals, she explains, children get nutrition lessons that stick far better than mere talks about food.

### Rx for Specks

"Got something in my eye!" cries a child in tears. How can you help? First pull the upper eyelid gently over the lower. If tears don't flush out the speck, wash the eyeball with lukewarm tapwater, letting the water flow away from the nose toward the temple. If the speck remains, bandage the child's eye lightly (it'll be harder for your patient to rub his eye that way) and head at once for a physician or an eye clinic. This suggestion is one of many in *Eyes for the Future*, an attractive pamphlet on the care of children's eyes available for five cents from the National Society for the Prevention of Blindness, 1790 Broadway, New York 19, New York.

As you may guess from the title, there is some doubt—and no little confusion—about how much we should rely on age norms or timetables in judging a child's development. In this article the director of the 1956-57 preschool study program sets us straight on a question that perplexes many a parent. Dr. Strang also explains how timetables, interpreted with a reasonable amount of care and perception, can help us understand our children and wisely guide their growth.



© H. Armstrong Roberts

## Do Children

AT TWO your Billy is pleasant and cooperative, an altogether charming youngster. Should you expect that in six months he will suddenly begin saying "No!" and "I won't!" to almost every request you make? You have read that such a dramatic change in behavior is likely to occur in two-and-a-half-year-olds. Yet in view of the wide range of individual differences among children does it do any good to try and chart a typical sequence of growth for a particular child? How helpful are books, like those of Arnold Gesell and his co-workers, that describe the successive stages in children's development?

### Reassurance Pays Dividends

That depends a great deal on the parent who reads the books. Consider, for example, the attitude of one sensitive and intelligent mother toward these timetables of child growth:

"I'm always interested in reading about other children Paul's age—what they can do and how they behave. It gives me a basis of comparison, something to gauge his progress by. I know better than what to expect of him and, probably more important, what *not* to expect of him.

"When Paul was around twenty months old, I read eagerly about how children begin to talk—what their first words usually are and how many words they are supposed to know, on the average, at that age. I was glad to find out that he was doing nicely, every bit

as well as most children his age and maybe even a little better.

"But I must say I was pretty dejected when I read that youngsters ordinarily toilet-train themselves at around two or so. At three, Paul is still untrained and shows no signs of an about-face. Yet I wasn't dejected for long. For I had also learned that there are many exceptions to the average growth pattern for any age group. So I take comfort in the fact that, even if he is slow in toilet training, he is above average in other ways. And I'm sure that before long he will acquire the necessary control.

"Here's another example of the reassurance we parents can get from our reading. Most specialists say that children voluntarily give up their bottles at about a year and a half. But again I was happy to know that there are many variations. Paul clung to his nighttime bottle until he was three, and if I hadn't known about these variations, I would have felt he was seriously retarded. As it was, I made no direct attempt to keep him from having his bedtime bottle. A change in his schedule finally did the trick, and now he doesn't seem to miss his bottled nourishment at all.

"Reading about what other children do at certain ages is almost a necessity for the parents of an only child or one who is not yet in school. Otherwise how can they know what to expect or demand—when to encourage more suitable behavior and when to relax

# Grow by Timetables?

Ruth Strang

and just let nature go ahead and take its course?"

With some parents, then, the knowledge of how children's growth and behavior can change from one stage to the next decreases anxiety. They are relieved to know, for instance, that when a two-and-a-half-year-old resists every suggestion with a "No" or "I won't" he is trying, in a normal way, to free himself from the complete dependence of infancy.

But other parents look upon these growth patterns not as guides but as rigid models, to which every child must conform unless there is "something wrong" with him. These parents grow more anxious the more they read—sometimes with an unhappy effect on the child. A mother worries because her little Nicky is slow in learning to talk. She keeps urging him to "say house," "say bye-bye," and so on. Her anxiety is subtly conveyed to Nicky. And what happens? He becomes more and more tense, and his difficulties in learning to talk are increased.

Arnold Gesell and other psychologists who have studied and carefully described children's growth believe that it is helpful for parents and teachers to know the changes in behavior that many children go through as they grow up. Growth has its own rhythms, faster for some children than for others. These rhythms may be modified by environment or by emotional relationships in the home, but they are still real and important.

The psychologists are *not* telling us, however, that

there is an "average" child who can be described for each age. We know that every child is unique; he grows and behaves in a fashion all his own. And this is why no amount of reading can take the place of knowing and understanding your own child. You, his parents, have observed him since birth. You have been with him in a great variety of situations. You, better than anyone else, should be able to read "the language of behavior" that is his alone.

You will, to be sure, be interested in learning about maturity trends or timetables or developmental sequences or "epochs," as they are variously called, but these should not be regarded as "rigid age norms" for your child to follow. You don't want him to be "average"; you want him to develop his individuality. A gifted or talented child should *not* fall within the "normal range"; for he has exceptional abilities that should be developed far beyond the average. A mentally retarded child should *not* fall within the "normal range"; for it would be too much of a strain on him to try to reach a level of achievement that is average for other children but too difficult for him.

## Theme with Variations

The stages of development described by Gesell and others merely give a "ground plan of growth" that is more or less characteristic of children—a plan based on physical development. Certain trends in physical growth and health are characteristic of children, just as there are growth trends characteristic of kittens and puppies.

And along with these trends there are certain characteristic patterns of social and emotional development. There is also a sequence in the things children learn to do—like walking, talking, dressing themselves, eating without help, to name a few of the early ones. If each of these "developmental tasks," as the psychologists call them, is accomplished during a certain age period, then the way is paved for happy, successful accomplishment of the next task ahead. For example, if a three-year-old child has succeeded in breaking away from the complete dependence of infancy, he is ready to make use of his developing physical and mental powers. (At the same time, of course, he still needs his parents' protection and affection and guidance.)

On the other hand if a child can't master the necessary developmental tasks at the best time *for him*, the result is often unhappiness on the part of both child and parent as well as difficulty in going ahead with the next steps.

Such stages or sequences of growth may be modified in many ways. A child's physical development may be affected by illness, inadequate diet, or poor living conditions (as, for example, among European children during the war). Behavior trends too can be modified—by the child's temperament, by the atti-

tudes and expectations of his family, by how well they understand his needs, and indeed by all the learning experiences of infancy and childhood.

A knowledge of child development—of general age-and-stage sequences and of the possibility for infinite variations from "the norms"—can be exceedingly useful. Such knowledge gives parents perspective; it helps them to "look before and after," to observe trends in development over a long period of time. Moreover, parents learn to view their child's growth as a process that has its ups and downs yet ideally always continues to spiral upward toward increasing maturity.

Let's say your two-year-old has been generally cooperative, outgoing, and amiable. Then you notice that he seems less emotionally responsive, more timid with strangers, less satisfied with himself and his surroundings. But you won't be disappointed and discouraged. Instead, you ask yourself first of all what may have caused the change. A visit from grandmother? Father's absence from home? A frightening experience with a stranger? Some other event? If you



© H. Armstrong Roberts

can discover no reason for the change, you will conclude that this may be just a phase in his development—one of those ups and downs. You know that under favorable conditions he will pull through and again become a sociable, responsive, and independent person.

During "seasons of calm weather" enjoy your child wholeheartedly. During epochs of rugged individualism and irritability help him to accept himself and to learn how to handle his day-by-day problems more satisfactorily.

Parents who realize that such fluctuations are nor-

mal will not be disturbed when their child occasionally lapses into less than acceptable behavior. Even on discouraging days they will not tell themselves, "He'll always be like this." Rather they will distinguish between the problems of growing up and the problems that interfere with growing up—and adjust their guidance accordingly.

Although every child has a central core of personality, an individuality all his own, he will change as he grows older. Recognizing this, wise parents will try to keep in step with him. For example, when they know he is trying to become more independent they will demand obedience only on essentials. When they see that he is developing new powers they will give him only as much help as he needs to accomplish the task he's struggling to do "by myself." When parents strike this nice balance, the child will have a chance to bask in the satisfaction that self-won success can bring.

### A Sensible Point of View

Everyone agrees, as Dr. Milton J. E. Senn, director of the Child Study Center at Yale University, wrote not long ago: "As . . . children grow up, they progress through stages and display behavior that is similar in many respects." Any one child "will at all ages probably be much like other children."

It is therefore desirable for parents to know the stages that Dr. Senn speaks of as well as the behavior common to children of different ages. It is this information that is given in detail by Gesell and other child psychologists. Their descriptions, though based on systematic studies of a limited number of boys and girls living under certain conditions, can be of real help in guiding your observations of your own child year after year.

Now suppose you have been observing your two-year-old Susie and your five-year-old Teddy. You have watched their development in walking and talking, in eating and sleeping, in playing with other children, in responding to adults. You're interested in knowing whether each child is making the best possible progress *for him*.

At this point you might check against the timetables and ask yourself: What stages or epochs has my child passed through? What developmental tasks has he accomplished? What help is he getting from things and people around him? Does he have suitable toys? Playmates his own age? Freedom to solve his own problems? Help only when it's necessary? Adults who love and respect him? Adults who do not push or prod him to achieve the impossible? Having answered these questions, you go ahead with your main concern: to provide whatever favorable conditions will enable both Susie and Teddy to grow in their own best way. Then you will be making it possible for each of them to reach what is "par" for him. And that's all any child and any parent can accomplish!



# TEACHER AND PARENT Talk It Over

**Mary Harden**

Director of Curriculum, Wayne  
Community School District,  
Wayne, Michigan

This is the first article  
in the 1956-57 study program  
on the school-age child.



© Enema Photos

IN RECENT YEARS more and more teachers and parents have come to realize how important it is for them to share their knowledge of each child's life at home and at school. For without such shared understanding a child's educational success hangs in perilous balance. More and more school systems have made a practice of scheduling regular teacher-parent conferences all the way from kindergarten through high school. School administrators are beginning to see the need for giving teachers released time to talk over mutual problems with parents in the natural setting of the schoolroom, where a child spends the greater part of his day.

These conferences should begin as early as possible in a child's school life. Some school systems give parents and teachers a chance to get acquainted even before a youngster enters kindergarten. One system, for example, schedules individual conferences for the

parents of entering kindergartners. Sometime during the summer each parent receives a card telling the time and place of the conference, together with a booklet describing the educational goals of the kindergarten and suggesting how to help children get ready for their first school experience.

The child usually comes too. He has a chance to inspect the kindergarten while his mother and his teacher-to-be talk together. The conferences last, on the average, for about thirty minutes.

Last September the school officials of this system began to wonder whether parents were really interested in these early conferences, so they gathered some statistics. They found out that more than a thousand mothers—approximately 100 per cent—had answered the invitations, and in all but four interviews children had accompanied their mothers. As for the teachers, they generally agreed that the opportunity

to meet mothers on the eve of a young child's great adventure and to gain insight into that child's world overbalanced any possible objections to the plan.

In the course of the talks, the teachers reported, they have a chance to explain the importance of kindergarten, to emphasize the need for safety precautions, and to urge that the youngster have a physical examination if his parents have not yet made an appointment for one. Most teachers also feel that a child's enrollment card can be filled in far more satisfactorily at a conference than when it is sent home with the child or filled in hurriedly on the opening day of school.



© Luoma Photos

Do parents grow less and less interested in meeting their child's teacher as he moves up into the grades? If there is any doubt on this score, data reported last spring by one school system offer encouraging, convincing evidence. There were 5,970 children in the elementary schools, and 5,119 parents had appeared for individual conferences with the teachers—85.7 per cent! The percentage would have been even higher if some parents had not had transportation difficulties, baby-sitter problems, or illness in the family. And in some homes both mother and father were employed.

Only a few parents believed that the conferences were unnecessary and therefore did not keep the appointments made for them. Teachers and administrators tried various ways of reaching these fathers and mothers: telephone calls, personal notes making new appointments, even special delivery letters. If a par-

ent could not come for a conference at the scheduled hour, the teacher's program was rearranged to suit that parent's convenience. Sometimes a teacher would offer to make a home visit. Or she might invite a parent to her own home for a chat over a cup of tea. Occasionally other parents were enlisted to talk to the reluctant fathers and mothers.

### Preparatory Steps

Naturally, just setting up a conference schedule and getting the cooperation of parents will not assure the success of a teacher-parent conference. At any school level, careful preparation is necessary. The teacher must plan for the parent's comfort, knowing that a guest greeted warmly by name in a pleasant atmosphere will probably speak freely and listen appreciatively.

Sometimes teachers feel that parents will be more at ease if they have some questions to guide them in preparing for the conference. A certain elementary school teacher, who does an excellent job of counseling with parents, has a list of questions that they may want to ask. These are sent home prior to the conference. Some questions have to do with the child's social relationships: "Does my child have many friends or just a few?" "Does he accept most children?" "Do children accept him?" "Is he a good leader? A good follower?" "Does he understand and accept authority?"

Other questions have to do with the child and the three R's: "Will you explain how reading is taught to young children?" "How does my child fit into the school program?" "What kind of reading material should I have at home?" "What can I do to help my child in arithmetic?" "Does he need extra practice?" "Is my child able to organize his thoughts into a story?" "Can he carry on an interesting and meaningful conversation?"

On the other hand, there is always the possibility of losing freshness and spontaneity when prepared questions are used to guide a conference. Therefore the teacher, who wants to give parents advance preparation may find it helpful to have the room mother sponsor a preliminary meeting. Perhaps the meeting could feature an appropriate film. *Skippy and the Three R's*, for example, would give parents an excellent introduction to the reading program in the primary grades. Or there might be a discussion of a topic such as "Things I'd Like To Talk About at a Teacher-Parent Conference," including suggestions from both teachers and parents.

Parents having little or no experience with conferences may approach the meeting hour with some trepidation, possibly recalling their own school days when every teacher-parent conference had a bad-boy label. Here is an opportunity for the P.T.A. to step in and help pave the way for a pleasurable experience. Some P.T.A.'s ask parents to come to the school

a few minutes early for a cup of coffee and home-made cake. In this way parents can chat with one another before the conferences start.

A P.T.A. might also plan a role-playing meeting that would show different kinds of people at different kinds of conferences. Through brief dramatic presentations parents and teachers might see themselves as others see them—and learn a bit about themselves in the process. The not-too-cordial teacher and the blustering parent might be led to change their attitudes. The overly critical parent and the gushing, all-is-well teacher might decide that a down-to-earth conference based on the actual needs of the child would be most gratifying to both.

Once a friendly atmosphere has been established at the opening of the conference, the teacher may begin by explaining briefly some of the tasks of the child's group and his part in the work of the school day. The parent may then ask the question that is probably uppermost in his mind—"What kind of person is my child in school?" This type of question gives the teacher an opportunity to discuss the child's relationships with others, his attitude toward authority, his values, his strong and weak points.

### Comparing Notes

Throughout the conference parent and teacher alike should bear in mind their chief aim: to share their knowledge of the child and plan together to guide his development. Sharing information and working together are essential for positive results. The parent should realize that Johnny's teacher can be of more help to Johnny if she knows something about his out-of-school activities, his home interests, his recreation, his friends. And the teacher should realize that the parent needs not only information about his own child but an understanding of the school's basic beliefs. Today, for example, the school recognizes that every child grows at his own rate. A parent, on the other hand, may judge a child's growth by comparing him with other children his own age. This difference in beliefs, unless it is interpreted to the parent, may well lead to an unhappy interlude for the child.

As the conference is brought to a close, the parent should have specific information about his child's strengths and needs and about plans for further co-operation of home and school. The teacher, likewise, should have information to aid her in guiding this child. And when parent and teacher talk together again they will both have an opportunity to list their recommendations in terms of Johnny and Susie as individuals.

Now, having considered the values and techniques of the teacher-parent conference, let us make ourselves an invisible third party to an interesting and revealing session between the mother and the teacher of Jo Ann, a second-grader.

TEACHER (*going to the door to greet Jo Ann's mother*): Good afternoon, Mrs. Goodwin. Won't you come right in?

MOTHER: Yes, thank you. (*She stops to look at the bulletin board near the door.*) Oh, now I see what Jo Ann has been talking about the last two weeks.

TEACHER: Jo Ann has told you about our flowers and our plans for a trip to the flower show?

MOTHER: Yes, and is she excited!

TEACHER (*pointing to board*): This original poem and the picture of the daffodil are Jo Ann's.

[The conference is off to a good start. The mother has been put at ease by the teacher's friendliness and by the bulletin board display that she has heard so much about. The teacher has also pointed out some of Jo Ann's work. The conference continues.]

TEACHER: Jo Ann and I have made a folder of her work. Won't you come over and see it? (*She directs the mother to a table, where both sit down.*) I think you'll find that Jo Ann has made a real effort to improve. She's completing her work—and neatly too.

MOTHER (*looking through the folder*): Her father will be so happy to see this. He was quite concerned, because Jo Ann's untidiness is a big problem at home, too, as I told you at our last conference. Her father and I tried some of the things we talked about then, and she really seems to be improving. Her room is a lot neater now.

[Jo Ann's indifference to neatness was the big problem discussed at the last conference. The teacher has begun with this point because it was of such concern to the parents. This device has also helped to give Jo Ann's mother a feeling of "on-goingness" from the previous conference.]

MOTHER: My husband would like to come too, but he can't get away from the office during the day.

TEACHER: Perhaps next time we can make an evening appointment so you can both come.

[Parent and teacher continue sharing information.]

TEACHER: I wonder if you might help me with another problem. Last week Jo Ann came to me several times in tears. She complained about not feeling well or about some child's bothering her. This isn't at all like Jo Ann. She is usually happy and friendly. Do you know of any reason why she should be crying?

MOTHER: She has been upset at home too, but I didn't realize it was carrying over into school. Her uncle died two week ago, and she . . .

TEACHER: Poor thing. No wonder she's upset. I do appreciate your telling me this, Mrs. Goodwin. I think now I can understand Jo Ann's moods.

[Parent and teacher have felt free to discuss a personal problem, which seems to have been the cause of Jo Ann's unusual behavior. This part of the discussion reveals how home problems and behavior often show up in school.]

TEACHER: Thank you so much for coming in this  
(Continued on page 32)



Brock Chisholm, M.D., shown with Mrs. Rollin Brown, president of the National Congress, just before he gave the keynote address.

## Roving Camera at Our Convention

*San Francisco, May 20-23*

© San Francisco News

© Cristof Studio



The meeting on "Organizing for Community Services" stimulated more than a hundred questions from the floor. Roy Sorenson presented the topic, and Paul H. Sheats, seated at the extreme left, led the spirited discussion, aided by a resource panel of national officers and chairmen.



© SC Photo

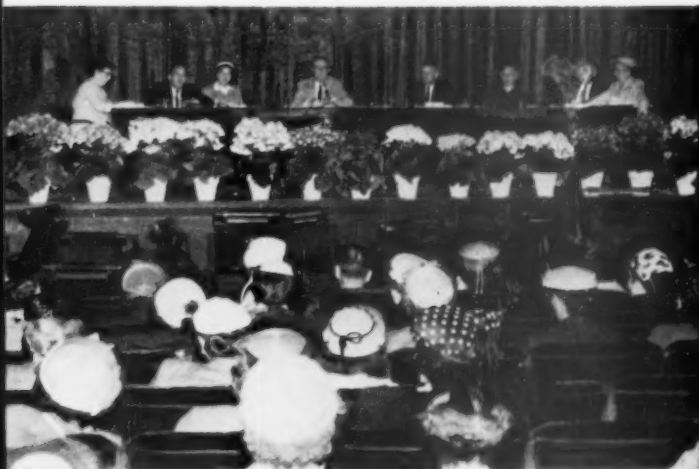
Frank C. Baxter, who spoke at one of the general sessions. See pages 7-10.



© San Francisco Examiner

Three noted educators who addressed the delegates: Denver school superintendent Kenneth E. Oberholtzer, second vice-president of the National Congress; Paul J. Misner, president of the American Association of School Administrators; and John Lester Buford, then president of the National Education Association.





© Cristof Studio

"What Services Do We Need in Our Town To Keep Children Out of Trouble?" is the problem being discussed at this session of the all-day meeting on juvenile delinquency.



© Cristof Studio

After field trips to see demonstrations of several outstanding programs, including cooperative nursery schools, the parent and family life education group met with a panel of experts to discuss their observations.



© Cristof Studio

At the day-long program devoted to health, these panel members played the roles of a fact-finding committee in a typical city-county health council.



© Cristof Studio

Bergen Evans' banquet address (as is clearly evident here) was heard by a most attentive audience. Seated next to Mrs. John E. Hayes, past president, is one of fifty visiting P.T.A. leaders from Japan.

The Honorable Goodwin J. Knight, governor of California, was a special guest at the banquet session.



© Cristof Studio



## UNITED STATES CITIZEN: 1956-1957



© H. Armstrong Roberts

**What do we bring to citizenship?**

**All that we are — our convictions and doubts, our frailty and our faith. The citizen cannot be separated from the man.**

**Bonaro W. Overstreet**

THE BOOK, I recall, was bound in a neutral gray. Its one-word title was printed in black: *Civics*. Across more than four decades I can see it in my mind's eye — this textbook by means of which we youngsters in grammar school were introduced to the structure of our government and to our own future role as citizens.

As presented to us, the contents of the book were no more exciting than its physical make-up. To borrow a phrase from Carl Sandburg, they were a "dish-water drab." The facts were there, all right, the facts about the several branches of government, the levying of taxes, the ballot, the way the Constitution could be amended. There were admonitory paragraphs about rights and obligations. But the whole thing added up to a "duty book," not one that a child, even a book-loving child, would dive into of his own free will.

Our big green geography was different. It had colored maps aplenty, pictures of strange lands and of strange animals and peoples, even rudimentary charts

# *1. The Free Citizen and the*

that located the earth in the solar system. Every page of it in one way or another reported the drama of man's life on this various planet. Also, in rich measure the book held the material of daydreams, raw material for a child's "long, long thoughts."

### **A Book To Grow On**

The same was true of our bright red history book with an eagle design stamped into the cover. That was a book of courage and romance; of risks willingly run for great causes; of men honorable and honored because they put the common welfare ahead of their own safety and ambition; of brave words, spoken at precisely the right moment, that made our spines tingle as we repeated them; of battles against old tyrannies and a new wilderness. The stories in that history book were the sort we could grow on. We could act them out in our games—and in our private imaginings—and test ourselves by how we measured up to their high demands.

From geography and history books, however, we



© H. Armstrong Roberts

## *Mind's Health*

would be pulled reluctantly away every so often to plod through certain assigned pages of civics, to plod through them and report back that such and such was the process by which a congressman got elected or that each state had two senators or that justices of the Supreme Court were appointed for life. I think it is significant—and also sad—that so far as I can remember we never felt any urge to re-create, in our shared games or private daydreams, what we learned in that text. It gave mechanically exact information about the structure of our democratic freedom, but it mapped no trails on which our own thoughts could go freely adventuring.

### **A Different Approach**

This is not to say that I did not get, anywhere in my childhood, a sense of the drama of citizenship. I got it at home from my mother and father. There was nothing mechanical or cut-and-dried about *their* approach to the subject. To them the problems of democracy were of exactly the right sort and size for

free minds to tackle, and every chance to cast a vote was a chance to make something better by democratic means.

The people around us, moreover, were to be treated as fellow citizens. We might not like some of them personally. But that had nothing to do with the fact that they had been "created equal," that their rights were "unalienable," and that they belonged to the company of the self-governing.

It is hard, in long retrospect, to pin down the exact methods by which my mother and father thus made me accept democracy as a vividly personal, romantic, and demanding adventure—one that you could not be indifferent about because of what lay back of it in history and what lay ahead in the way of hopes and ideals to be realized.

Their chief method, I suppose, was that of contagion. They themselves found the drama of society-making a good one to be in on. They felt obligated and privileged to enact it, not only when they went to the polls or talked politics but in their own daily

behavior and in the dignity they accorded their fellow human beings. They enacted it also through some subtle but rigorous sense of standards. Quite simply, there were things you did and things you did not do because you were a free, self-determining, socially responsible individual.

### "And the Moral of That Is" . . .

These personal recollections of mine may seem a roundabout means of coming up to the subject of citizenship, which we are going to be thinking about together in the months that lie ahead. But it never does any harm, as a basis for mutual understanding and shared thinking, for us to tell one another where we are and how we got there—what the vantage point is from which we look out at life and see its lights and shadows, its planes and angles.

To me the "moral" of the contrast I experienced in childhood between the cold democracy of our civics book and the warm democracy of our home is a basic one: that it takes heart and head together to make a free person or a free land.

The structure of our government is designed to express a conviction about human nature and human relationships. It cannot rightly be talked about as though it were some sort of self-propelling machine. In one of last year's articles on *How To Love a Country* I quoted a line from Carl Sandburg that might well serve as the text for this year's series. In "The Windy City" he writes, "It is wisdom to think the people are the city . . ." Similarly it is wisdom to think that we, the people of the United States, *are* the United States.

The questions we shall be exploring, then, from one angle and another, will not be abstract questions about what democratic citizenship is. They will be questions about the personal make-up and conduct of the democratic citizen. How can we as individuals best enact democracy—we who are not characters in a history book, we who are living residents of this age and no other and of some special portion of reality that we call our environment?

### The Psychological Angle

In mental and emotional terms, one of the deeply exciting experiences of my adult years has been the discovery of how our new psychological insights and our cherished tradition of political freedom dovetail and support each other. As a matter of fact, what we have come to know about both sound human growth and various thwartings and distortions of personality is deeply relevant to our concern about good citizenship and about strengthening democracy in today's world.

Any political and social system puts people into

some sort of relationship to one another. It asks them to think and feel in certain ways about themselves and their neighbors and mankind in general. It fosters in them certain attitudes toward their own capacities and how these are to be used, and it defines their rights and obligations.

If we are to have a deep, creative faith in our own system, it must be because we must have reason to believe that what it asks of us and of other people *fits our human nature*. And here, to my mind, is precisely where our modern psychological insights into human personality and interpersonal relations come to the support of our democratic way of life.

The striking and encouraging fact is that the more soundly an individual embodies the traits that we call those of mental and emotional health, the more likely he is to feel happily and spontaneously at home within democratic situations and a democratic society.

### A Constellation of Insights

All this may sound fairly abstract. Yet throughout the months ahead the psychological insights to which we shall refer time and again lend themselves to concrete, specific application. Here are a few of these insights:

1. Mental and emotional health are *relational*. That is to say, they are not wholly private, "body-enclosed" states of being. They have to do, rather, with how the individual relates himself to his world—to other people, problems, fields of knowledge, materials to be used, physical objects, institutions, and all the rest.

2. Each one of us lives his life by enacting certain roles—those of parent, worker, friend, citizen, parishioner, community member, learner. In each of these different roles, he behaves *at the level of his emotional development*.

3. The terms "democratic" and "totalitarian" do not apply only to forms of government. They apply to a host of situations that exist within the large frame of a nation: situations in homes, classrooms, offices, factories, courtrooms, voluntary organizations. There can, in brief, be "islands" of totalitarianism even within our free country, and where these exist they tend to encourage totalitarian personalities rather than democratic personalities. They do so because individuals will interpret the rights and obligations of even a free society *to fit life as they have experienced it at the personal level*.

4. The deepest and happiest privilege we enjoy as citizens is that of so enacting the relationships of freedom that our influence will consistently be on the side of democracy and of mental health. It will be the purpose of this year's series to explore this happy privilege of ours.

---

Next month: "Perspectives for an Election Year."





## WHAT'S HAPPENING IN EDUCATION?

• *What happened during the summer that is important to education?*  
—E. G.

1. Defeat of the Kelley school construction bill in the House ranks first in importance. The White House Conference and President Eisenhower stressed the urgent need for federal assistance to finance new classrooms. But the measure died from the chronic illness suffered by much legislation—lack of friends. Southerners decided their fears took precedence over their needs. Republicans didn't like the proposed method of distributing aid. Some northern congressmen wanted aid with built-in nondiscrimination. So when the House counted noses, those who found some reason for saying no outnumbered those who said yes.

2. Two other items, unstricken and full of vigor, cleared all hurdles: (a) an act to give federal aid to rural libraries and (b) nearly \$400,000,000 to so-called federally impacted areas. No antidiscrimination amendment was proposed for either one.

3. The Educational Testing Service reported a study that disclosed serious shortcomings in the teaching of mathematics. Many teachers, said the E.T.S., don't like math, aren't well trained in it, and so communicate a distaste for it to children. Result: poor grades, little interest. Further result: Too few American youngsters go into science and engineering.

4. The appearance of a notable book—*Youth, the Years from Ten to Seventeen* by Dr. Arnold Gesell and associates. Under one cover readers will find distilled Gesell Institute wisdom about children that may well change home and school practices.

5. The N.E.A. waved a "resolution" wand for new teacher salary goals: from \$4,500 for beginners up to \$10,000 for experienced teachers. Meanwhile actual salary averages rose to \$4,100, up 3.8 per cent. The national average for elementary teachers is \$3,800; for high school teachers, \$4,350. Two states reported averages above \$5,000—New York and California.

6. While *The Blackboard Jungle* and scares about juvenile delinquency aroused worries concerning discipline in schools, schoolteachers in a sampling inquiry (*Teacher Opinion on Pupil Behavior*—N.E.A.

Research Bulletin) called 95 per cent or more of their boys and girls exceptionally or reasonably well behaved. However, less than half the teachers (45.5 per cent) said they had authority to administer corporal punishment; more than three fourths (77 per cent) said they would like such authority.

7. Six educators looked briefly at the controversial teacher-aide program in Bay City, Michigan. For their judgments, ranging from "Well, maybe" to unfriendly, see the *Journal of Teacher Education* for June 1956.

8. In Washington, D. C., plans were begun for a White House Conference on Higher Education.

• *We have organized several study groups on some of the questions most parents ask about the schools, but where can we turn for materials that give answers written so that we can understand them? We want to know especially about the best ways of teaching reading and spelling.*  
—Mrs. E. P. S.

Do you know the *What Research Says* series? If not, send a post-card inquiry today to the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. The N.E.A. has received so many queries like yours that it has set about preparing suitable answers. Each of the ten pamphlets listed below condenses an answer into thirty-two pages and includes selected references for eager beavers who want to read further. Each has been prepared by a recognized authority.

*Teaching Reading* by Arthur I. Gates  
*Teaching Arithmetic* by R. L. Morton  
*Teaching Spelling* by Ernest Horn  
*Teaching Handwriting* by Frank N. Freeman  
*Personality Adjustment of Individual Children* by Ralph H. Ojemann  
*The Learning Process* by William Clark Trow  
*Evaluating and Reporting Pupil Progress* by John W. M. Rothney  
*Guided Study and Homework* by Ruth Strang  
*Teaching High School Mathematics* by Howard F. Fehr  
*Teaching High School Science* by J. Darrell Barnard

You may ask, or be asked, whether the pamphlets preach some newfangled practices. I think you will

find that they gather up the best of the old and the new—what research has stamped as the most usable ways of getting results.

Splendid short courses for only twenty-five cents! Generous discounts for quantity orders.

• *What are the schools doing for gifted children? You hear much talk about the importance of more attention to the gifted but very little about action being taken.*  
—T. C.

Who knows? Talk may lead to action. When the citizens of West Hartford, Connecticut, held their follow-up "Little White House" educational conference, they invited a fellow Nutmeg State resident and writer—Pulitzer Prize Winner John Hersey—to speak. He broke a lifetime rule against accepting speaking engagements to congratulate West Hartford on a bold step taken by its board of education—the request for \$8,000 with which to do something for the gifted.

"I would urge you again," the writer pleaded, "to have no illusions that this will be enough."

Then he told about Portland, Oregon.

"Portland has an annual school budget of approximately \$18,000,000. Each year Portland spends about \$1,500,000 on the retarded, the physically handicapped, the mentally deficient—all unfortunates at the bottom end of the intelligence or performance scale. This year the Portland school board has made a commitment to spend \$300,000 annually on the ones at the other end of the scale—the best brains in town."

How much does your board spend for the gifted? You will be told, perhaps, that their needs are being served by "enrichment." Ask *what* enrichment?

Hear Hersey again. He is quoting the superintendent of a middle western town:

"We'll reach those children. We'll reach 'em with enrichment.' Enrichment means giving a child something extra—going a little deeper into a subject than usual.

"The next day I was given an example of enrichment. . . . A brilliant child in a sixth grade was 'enriched' by being allowed to take time off from class to go to the school office and straighten out the school's dental records. The attitude too often is that bright kids can take care of themselves."

What can be done? Your nearest professional library will turn up considerable literature on education plans and provisions for the gifted. You will find an excellent book on the subject edited by Paul Witte of Northwestern University.

Chiefly we need bold thinking. And money. And something more than the patchwork of "enrichment." Ask about the Portland, Oregon, program in which gifted upper-class students study the great books of all time. One small high school found itself

with a young math genius who soon mastered all that his teachers could teach him. So the principal wisely freed him from part of his class time and helped him whiz ahead on his own.

Bold programs will pay big dividends for children and for our nation. Take this final word from Mr. Hersey: "It is not only what the individual has in him that will give him the power to do; it is also, and perhaps more so, what he is able to release of what is in him."

• *Is it true that it is harder than ever for a boy or girl to be admitted to college? This is important to me and my husband because our oldest boy will be ready for college—or should be—next fall. We have saved money for his education. He is ambitious to go. What can we do to make certain that he gets an opportunity for a college education?*—Mrs. C. R. D.

Yes, it is indeed true. Thousands of high school graduates who would have been welcomed by college registrars as recently as two years ago will be turned down next spring. Hundreds of thousands will not be accepted at the college of their choice and must be content with other institutions.

United States colleges and universities number about 1,700, including junior colleges. You would think that might be enough. But with enrollments rocketing toward 3,000,000, our institutions of higher education cannot build classrooms or dormitories fast enough.

The boy or girl turned down by his own state institutions dreams of greener academic pastures farther away. But almost everywhere high fences go up around public institutions—money barriers, quota barriers, scholarship barriers. "We must take care of our own first," declare the boards.

Now, to come back to your boy. You—and he—should have begun thinking about college when he became a high school freshman. Or before. (Perhaps you did.) I say this because colleges look first at an applicant's high school record. Where does he stand in his class? In the top tenth? That helps. In the lower half? "Sorry. We have so many qualified applicants that . . ." Scholarship counts more than ever before. Parents should din into the heads of their children the rock-hard fact that the marks they get in ninth-grade English and world history may well decide their educational future.

Of course consult your school guidance officer. He can help you select the institutions to which application can be made. He will know the requirements. He will know what tests will be given and when. Ask about those given throughout the United States by the Educational Testing Service. The guidance officer will also know about available scholarships. Write down your questions and ask for a conference.

—WILLIAM D. BOUTWELL

WHEN THE SCHOOLS OPEN THIS MONTH by no means all our nine and one-half million high-school-age boys and girls will be present. The likelihood is that one in five—almost two million—will be absentees. Where will these youngsters be? Some will be working on farms; some will be in factories or offices or stores. Almost half of them will be adrift on the streets, unable to find or hold jobs, each day losing a bit more self-confidence and self-respect.

Both these groups of youngsters, the employed and the unemployed, will be "dropouts"—boys and girls who dropped out of school before completing their high school education. What happens to them is a serious matter to parents and other thoughtful, responsible adults. The problem is so crucial that two agencies of the United States government—the Office of Education and the Department of Labor—have made it a common concern.

Last March representatives of both agencies met and planned a cooperative venture directed toward two goals: (1) seeing that young people who will benefit from more education get not only encouragement but a chance to remain in school long enough to graduate, and (2) helping to improve job opportunities for those who cannot stay in school. Since March a joint committee has been conducting a "Back-to-School" campaign, aimed directly at the young people, with an appeal to their personal interest and ambition. The committee also urges schools and communities to accept responsibility for persuading all boys and girls to get as much education as they can.

#### From Dropout Student to Displaced Worker

Our age, it has been said, is fast becoming "the century of the educated man." As atomic power becomes a reality, as automation takes over the routine work in factory, refinery, mine, and office, the demand for unskilled labor will diminish and there will be a vastly increased need for trained talent. Jobs and advancement will go to young people whose education enables them to learn new skills easily and to adjust readily to change.

Today our nation is in the midst of a serious shortage of trained manpower—of teachers, of engineers, of scientists, of technicians, of health and social work personnel. Yet at present only 55 per cent of all youth graduate from high school. Of the top 25 per cent who do graduate, fewer than one half finish college. "This is perhaps the greatest example of conspicuous waste of manpower in the United States today," says the Committee for the White House Conference on Education. And Howard E. Wilson, secretary of the Educational Policies Commission,

tells us, "There is a real sense in which the manpower shortage is an education shortage."

Obviously the National Congress of Parents and Teachers has a grave responsibility to work on this problem. With a membership made up of teachers, school administrators, school counselors, parents, and other citizens, we have an unusual opportunity for effective action on behalf of dropout students. What specifically can we do?

#### An Assignment for the P.T.A.

First, we can organize more high school parent-teacher and parent-teacher-student associations, and strengthen existing ones. Through the high school P.T.A. or P.T.S.A. we can help both the young people and their parents to realize how important schooling is. "The high school graduate," says the U.S. Office of Education, "has many advantages over the nongraduate. He has an easier time getting a job, he learns new skills faster, he gets more profitable enjoyment out of his leisure, he is a better citizen. And he makes more money."

Through the high school P.T.A. we can work with the school to find out how many students drop out, why they leave, and what happens to them. We may find that vocational education and work-study programs are needed—or better guidance and counseling services, more student-aid funds, greater opportunities for part-time employment.

The youth who cannot stay in school needs the community's help to find his place in the world of work, a place satisfying to him and beneficial to others. The P.T.A. can encourage the community to provide guidance and placement services and other aids to help the nongraduate become a self-supporting, confident young adult rather than a public burden.

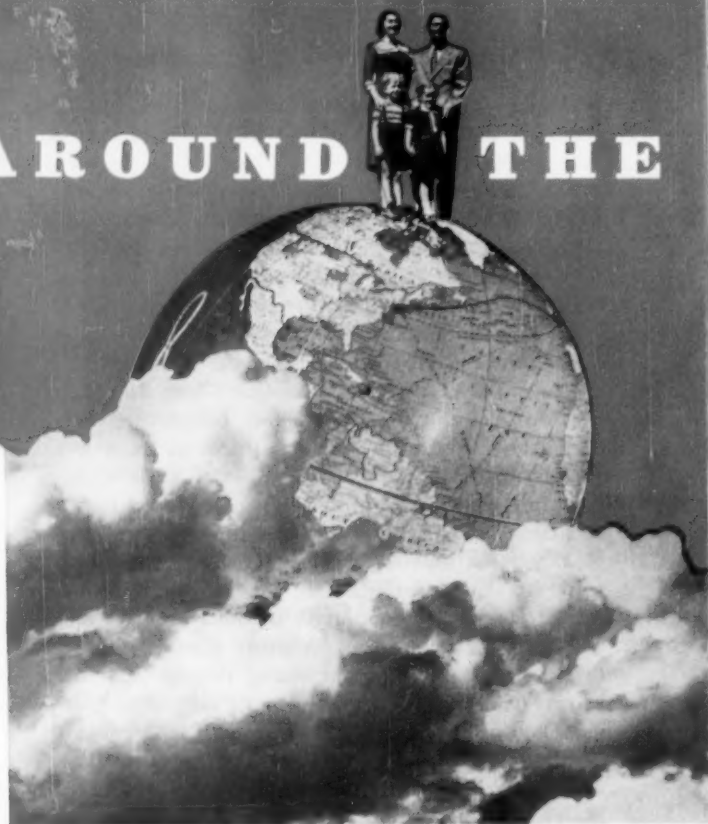
We can work with employers, schools, government agencies, and other civic organizations to see that child-labor and school-attendance laws are enforced. We can encourage newspapers and radio and TV stations to stimulate public interest in the problem of the dropout student.

As they carry out the current Action Program, many P.T.A.'s are already making these and other efforts. But all of us can do more.

"Education," says Marion B. Folsom, Secretary of Health, Education, and Welfare, "is both a personal interest and a national asset. For education enlarges life—not only for each of us as a person, but for all of us as a nation." To give our young people encouragement and the opportunity to secure all the education of which they are capable is a service into which parent-teacher members can—and will—put their hearts.

# FAMILIES AROUND THE

**A renowned doctor diagnoses.  
His patient? The world.**



© H. Armstrong Roberts

TODAY families all over the world have begun to concern many of us. We have begun to realize that if families anywhere are unhappy and insecure, our own families cannot be happy and secure. The world of our ancestors was bounded by their homes, their communities, or at the most their country; they had only a few passing contacts with people in other places. Now several times a day—through radio, television, newspapers, books, and magazines—most of us have contact with men and women all around the globe.

These are the people we are going to have to learn to live with peacefully. For today war is obsolete; it is synonymous with suicide. And human beings are going to have to try a new type of experiment—honest thinking. Most of what we called thinking in the past was based on ideas taken for granted long ago. Most of our traditional certainties, most of the things we are surest of and most loyal to, are largely accidental. They might have been quite different if we had happened to be born on the other side of the river, mountain, lake, ocean, or railroad tracks. Many of these old patterns are no longer valid. We are going to have to adopt new ones for a new kind of world.

We older people may say: "You can't expect me

to change my attitudes and re-think all I have believed all my life. Not at my age. I'm too old and stiff in the brain. Only young people can do that." There's much to be said for this point of view, if only for the great comfort we get from it. But even if we take that attitude we still have a clear obligation to make it possible for our children to do their thinking independently.

The hope for the next generation is that they will be sufficiently different from us so that they may be able to tackle some of the problems we have hardly begun to look at yet.

What, for example, are we doing about starvation? More than half the people of the world right now are hungry. They were born hungry. They will be hungry all their lives, and they will die hungry. I don't mean hungry as you and I know hunger when we miss a meal or so, but chronically hungry, never knowing what it is to have enough to eat. Children whine in the night with hunger, and their parents can't do anything about it. This is a normal condition of life for more than half the people of the world. And these millions will eagerly adopt any panacea that promises to keep their children from dying of hunger.

Yet we expect a great deal of those who starve. We



# WORLD

## Brock Chisholm, M.D.

*Former Director General, World Health Organization*

expect their representatives to meet with ours in international conferences and make nice arrangements for nice things to be done in the next twenty-five or thirty years. But hungry people are not patient. Fat, well-fed people have plenty of patience, lots of time. Hungry nations are in a hurry because their children are dying.

Ignorance, illiteracy, illness still take the lives of millions. Poverty exists along with population pressures. Each day eighty thousand new citizens come into the world, crying for food. Our own children are going to have to do more about these problems than we have—and within not too many years.

Before we can see any of these problems clearly, we have to get out of our own culture. Not one of them can be solved from the point of view of the dominant importance of any one group—racial, religious, national, or ideological. These are world problems; they can be solved only by people who are concerned for the welfare of all human beings everywhere.

We North Americans are remarkably complacent. And why not? We have everything. But suppose we should go to some other place in the world and not tell anyone where we came from. Then we might hear what the people there really think about us.

## As Others See Us

It might shock us to learn that they don't admire us at all. They do admire our ancestors tremendously for having had the foresight to grab off all the best parts of the world while the grabbing was good—and before the rules got changed. "Because you changed the rules, others can't become prosperous the way you did. So what are we to do?" they ask. "Die peacefully of starvation?"

Or suppose we were to pretend that we came to earth from another planet and looked at people without prejudice in favor of this or that local custom. We would find much to wonder at. We would wonder at the extraordinary number of divisions that human beings have set up between each other, between groups of themselves—barriers to knowledge, to communication, to cooperation of all kinds. We would think it a very queer arrangement to set up divisions between people of different-colored skins, different ideologies, different religions.

We would wonder about national boundaries. We would ask, "But why are they where they are? It doesn't make sense to have them cutting across river basins or other resources of economic importance." Then we would learn that some of these boundaries happen to be where they are because of accidental circumstances. Once maybe, during a battle, it started to rain, and so the fighting stopped. And right there where the fighting stopped is the national boundary, which forever afterward commands the undying loyalty of thousands or millions of people.

These are some of the things we would puzzle over if we looked at ourselves from the outside. But it is difficult for us to look at world problems in this way. For our minds tend to be limited by accidentally formed attitudes that we accept as normal.

The need for changing attitudes has had some recognition by the United Nations and its specialized agencies. For instance, the Constitution of the World Health Organization defines health as "complete physical, mental, and social well-being and not merely the absence of disease or infirmity." With this one word, *health*, makers of dictionaries will have no more trouble at all. It has been clearly defined by the representatives of eighty-four member governments, and changing that definition would require a two-thirds vote of the nations of the world.

The WHO Constitution goes on to state that "the healthy development of the child is of basic importance. The ability to live harmoniously in a changing total environment is essential to such development."

Most of us aren't able to live harmoniously even in a fairly stable environment or inside our own families. Yet the nations of the world are saying aloud that the next generation must be able to "live harmoniously in a changing total environment"! It's enough to give parents and teachers the shudders—

this burden that has been placed on them. Nor can our habitual patterns of thinking help them discharge it. Cooperation is the basis of the U.N. and its agencies, yet the very structure of our institutions, our methods of doing business are set up for competitive purposes—not for cooperation.

### A Time for Appraisal

The time is coming when we must begin to look at all our institutions and find out how adequate they are in helping us carry out our obligations as part of the human race. But here again we have a long way to go. Beyond these institutions, unfortunately, lie our old prejudices. Each one of us must ask himself, "To what degree are my prejudices, my certainties, my complete faith in local customs acting as barriers between people?"

For a long time our method of getting along internationally has been for everybody to tell everybody else how they should behave. We have been doing that for a long time, and the method has never worked. Instead we have to do something about our own behavior—and not in the councils of nations but in our own environment.

The United Nations has been called a debating society, and so it is. It is a place where clear pictures of all the peoples of the world are exposed to the light. It is a place where people express their prejudices, hopes, fears, anxieties, generosity. But we also, wherever we live, express ourselves through news channels, through statements in support of this or that—and some of these statements are made without sufficient consideration for their effect in other places.

In Czechoslovakia a few years ago I found that about 75 per cent of the moving pictures being shown there are American movies—gangster films supposedly illustrating the American way of life. A man will get up before the film starts and say that this film was made by the United States and approved by the United States government. Therefore it is a true picture of life in that democracy. Halfway through the movie there is an intermission when they show slides of lynchings in horrible detail. Then they continue with the gangster movie, and at the end the man gets up again and says, "Now you have an authentic picture of the American way of life. How do you like it?" What chance has the Voice of America to counteract that? Not 1 per cent.

This is an impression carried across international boundaries that is quite unfair to democracy as a whole. Yet though I tell my European friends repeatedly that never in an American city have I had to cower in the gutters to avoid machine-gun bullets, no one believes me.

Again, I have spent many hours arguing with earnest but frightened people in eastern Europe who think the United States is going to attack them. What happens? Someone pulls out of his pocket a newspa-

per clipping that says "Senator So-and-So advocates not waiting five years but attacking immediately."

It is not going to be easy to get outside our habitual attitudes of accepting things because they happen to be in our culture. We have many new values to learn. We have so blithely taken our superiority for granted that it upsets us to find that some so-called underdeveloped countries are in certain ways ahead of us.

A few years ago I was inspecting a hospital in Pakistan. They showed me everything except one ward, and when I insisted on going there they apologized for it. They said it was obsolete, set up after a pattern hundreds of years old. They didn't have enough money, however, to do anything about it.

When we went in, I saw the best maternity ward I have ever seen. The beds in which the mothers were lying had their foot posts extended three or four feet, and between the posts of every bed a cradle was suspended. Every cradle held a baby. One squeak from the baby, and up would come the mother's toe to set the cradle rocking. At a second squeak, which showed that the baby was awake, the mother would reach into the cradle and take the baby in her arms. That's where a baby is supposed to be, not under glass somewhere. No person in that part of the world can imagine a baby in the hospital without its mother. They are utterly astonished and shocked when they hear that our children's hospitals have visiting hours, sometimes even visiting days, for mothers. They regard this as an almost savage custom. Why do we behave in such queer ways, they wonder. And is it good for children?

### Learning from Each Other

Our scientists in the field of human growth are no longer sensitive and shy about a child's need for love. But a lot of other people in other parts of the world have known about it for a long time. We now recognize that a child's overwhelming need all through the early months of life is *uncritical love*—complete, absorbing, close maternal contact. And we may well query whether the roots of instability in school, in adolescence, and in marriage may not be traced to the fear and anxiety, the feeling of not belonging that children have when they are left alone in nurseries from the time they are born. There is scientific evidence to suggest that in this area we have made some pretty bad mistakes and have to start learning all over again.

We can learn much from others. In every culture that I know anything about there are things which my own culture could adopt and adapt to advantage. Hence we must cast off the certainties of our ancestors. We must regard everything we do as experimental in a new kind of world about which our ancestors knew nothing whatever.

(Continued on page 32)

# Future Teachers



## Junior Edition

**Russell E. Johnson**

*Principal, Captain Raymond Collins School*

"WHAT SHALL WE DO ABOUT JIMMIE?" Carole asked the sixth-graders sitting around the conference table. "He's that first-grader who always wants his own way."

"Jimmie does present some problems," answered Mrs. Kraus, the group's teacher-sponsor. "He needs a lot of help. Do you have some ideas for giving him a hand?"

"You could talk to him and try to get him to realize that he can't have his own way all the time," Lynda suggested.

"Maybe we could get him to choose someone to take his place so that he won't always be the leader," Karen put in.

The discussion continued, teacher and pupils grappling together with Jimmie's difficulties in adjusting to school life.

But Jimmie's willfulness was only one problem on

the agenda of this meeting of the Future Teachers Club, Junior Edition. The members of the club—all sixth-graders at Collins Elementary School in Paramount, California—aired other difficulties that had cropped up during the noon-hour playtime supervised by the Future Teachers:

"What about Donald? He wasn't supposed to come out with the new group for games, but he came anyway. What can I do about that?" Patty wanted to know.

"My group wants to play all the time. They don't like stories. How can I get them interested in something besides games?" Cynthia asked the other club members.

"I'm having trouble too," Virginia sighed. "Everyone wants to do something different. When I ask them what they want to play, they all shout a different game."



Under the teacher's guidance the members dug into their problems and worked out several tentative solutions. When the meeting ended, the members had a supply of workable suggestions to take with them. They also had an extra dose of confidence to help them in a fresh attempt to iron out their difficulties.

### Club for the Career-minded

How did our school happen on the idea of a Future Teachers Club? The project grew out of a few trouble spots in which extra supervising was needed—several long hallways and the large playground where the children romped at noon.

One day the teachers were discussing these trouble zones. What should be done about them? Should a safety committee be organized? Could the upper-graders help with the primary children at noon?

It was then that Mrs. Kraus made her proposal.

"Some of our sixth-graders may be interested in teaching. Why not start a club for them? We'd be capitalizing on their interests and helping the teachers on yard duty at the same time. I'd be glad to do a stint as club sponsor—if the principal approves."

The principal rushed his approval, and the project was on.

Mr. Smith, a sixth-grade teacher, volunteered to canvass his class for members. As a result ten students signed up—eight girls and two boys. In a series of meetings with Mrs. Kraus the members elected a student chairman and voted to hold a half-hour meeting every Monday afternoon to learn all they could about teaching. The club also scheduled visits to the first-, second-, and third-grade classrooms to observe teaching techniques.

A major club activity was leading games and telling stories to first- and second-graders at noontime. This phase of the program not only helped the teacher on yard duty; it also gave the future teachers experience in working with children. And it was one

way for the young members to learn whether they really wanted to teach.

Plans for the play period were carefully worked out. A club member was assigned to each of the first- and second-grade rooms. There were seven of them in all. Each teacher in these classrooms chose ten children to work with the sixth-graders. After lunch each group of the younger children reported to their "student teacher," who for twenty-five minutes read them stories and led them in simple games.

To relieve corridor problems two members were assigned to hall duty. Their chief responsibility was to help the little ones as they went to the drinking fountains and the lavatories.

It is thrilling to go out on the playground and observe the children playing under the skillful leadership of the club members. The little ones really enjoy the games and wait excitedly for their sixth-grade "teachers" at noon. And it is touching to watch a club member console a tearful child who has had to absorb a hard bump on the head or a hard blow to his feelings. It is heartwarming to see a club member talking seriously to a child who has had trouble taking his turn or learning to play with others.

The weekly meetings turned out to be valuable sessions. There schedules were worked out for hall duty, for noon activities, and for classroom visits to observe teaching procedures. At these meetings, too, the teacher-sponsor talked over points to observe during classroom visits: How did the teachers work with the children? What knowledge did they need to teach a lesson? How were discipline problems handled? Of course, all the while the sponsor was building up the students' interest in teaching and encouraging them to consider whether they really liked working with children.

The club decided to rotate the noon groups to give members a chance to work with different children. And every month an entirely new set of seventy first- and second-graders came on (ten from each room), so that sooner or later all could participate.

### The Club Has a Visitor

Three months after the club started, the principal met with the group. How did they like the club? These answers were typical:

"If we decide to teach, we'll have an idea of what it's about."

"I don't know whether I want to be a teacher or a nurse. This club will help me decide. And I *am* learning a lot about how to work with children."

"I'm very fond of children. I enjoy teaching games to the little ones just as much as they enjoy learning them."

Most of the members wanted to become teachers. Why?

"Because I like children. I like helping them to get along with others."



"It's nice to teach them games, arithmetic, and other things."

"I just love to work with little kids."

What did their parents think about the Future Teachers Club?

"My mother thinks it's a good idea," Martha said.

"My mother and father think it's educational for me," Carole replied.

"My mother and father think it's the best club I've ever been in," Nancy offered.

Not a single parent objected to the idea. All heartily endorsed the program.

The least popular feature of this club was the shifting of the noon groups to give members a chance to work with different children each month. As Lynda said, "I get so attached to the children I don't like to leave them."

Of the classroom observations one member said:

"I think it's a good idea. You get to see that each teacher has a different style of teaching."

Another:

"When I went into the room they were getting new books. I liked to watch them leaf through the pages."

Were the students too young to decide on teaching? Too young to belong to a Future Teachers Club? By no means, they insisted.

"I don't think I'm too young. Each day that I teach the children, I get more enthusiastic about being a teacher," Lynda exclaimed.

"When we get higher up in the grades we'll have to decide anyway," Phyllis reasoned.

## Club Scoreboard

Even though the club is still fairly new, we feel that our school has already received a number of benefits. The teachers on yard duty have gained valuable assistance. Seventy first- and second-graders are enjoying directed noontime activities that even rain can't call off. For on rainy days the future teachers conduct games or read to the children inside.

More eager than ever for a teaching career, the club members are gaining insights into the profession. Interest in the club is strong and spreading. We now have a waiting list of prospective members. Since the sixth-graders must eat early they do lose about thirty minutes of class time a day. But the loss is more than balanced by a gain in leadership skills that will be valuable to the members all through school. However, since schoolwork must be kept up by each member, scholarship does not suffer.

Of course, no one knows now whether these sixth-graders will continue their interest in teaching through high school and college. Our school has plans to follow up all the members to learn how their teaching plans work out.

But that's for the future. Today we do not hesitate to report that our Future Teachers Club, Junior Edition, is a huge success.

# For Program Builders

## The National Chairmen Suggest...

The chairmen of our National Congress standing committees are constantly in search of new and important reading matter for programs in their respective fields. Their range is wide, covering everything from small and slender pamphlets to substantial books. Here are some of their most recent finds, which they have recommended to their state congress chairmen.

### Citizenship

Mindful of the approach of Citizenship Day, September 17, Mrs. Albert Solomon has compiled the following list (originally issued by TV's *Omnibus*) of outstanding books about our country and its government. Ask for them at your public library, or order them through your bookstore.

*The Growth of the American Republic* by Samuel E. Morison and Henry Steele Commager

*The Great Rehearsal* by Carl Van Doren

*Bulwark of the Republic: A Biography of the Constitution* by Burton J. Hendrick

*The Republic* by Charles A. Beard

*The Constitution and What It Means Today* by Edward S. Corwin

*The Supreme Court and Judicial Review* by Robert K. Carr

*Free Speech in the United States* by Zachariah Chafee, Jr.

### International Relations

Mrs. Durand Taylor reminds her chairmen that it's not too early to start planning community observance of United Nations Day, October 24, and the week in which it falls (October 21-27). An indispensable aid for program planning is the pamphlet *United Nations Week . . . 1956*. It contains not only explicit program suggestions but a long list of organizations that supply informational and display materials. The pamphlet is available free from the American Association for the United Nations, 345 East Forty-sixth Street, New York 17, New York.

### Safety

Mrs. P. D. Bevil reports a special "find" prepared by the Home Safety Conference of the National Safety Council. It's a list of instructions headed "What Our Baby Sitter Should Know," with plenty of space for parents to insert directions for feeding, putting the baby to bed, and so on, as well as telephone numbers to call in every imaginable emergency. The original printed lists are no longer available, but Mrs. Bevil sent a copy to each state safety chairman with permission to duplicate it in quantity for parent-teacher associations. Ask your local safety chairman to inquire about it, especially if you're planning a program on home safety.

### Recreation

Are recreation workers in your community trying to build a broader understanding of what recreation is and what it means to all of us? Dorothea Lensch has cooperated in preparing a brochure that will help them do just that, as well as giving them practical ideas for programs. *Basic Concepts for a Creative Program in Community Recreation* is published by the National Recreation Association (specifically by the National Advisory Committee on Recreation Programs and Activities, of which Miss Lensch is chairman). Write for it to the Association, 8 West Eighth Street, New York 11, New York.

(Continued from page 17)

afternoon. I'll be looking forward to our next conference. I'm sure we can arrange a time when Jo Ann's father can come too.

MOTHER: Thank you, I appreciate your interest in Jo Ann. Her father will be pleased with this folder.

### Afterward—Understanding

How does Mrs. Goodwin feel after the conference? Let's do a bit of mind reading.

"I hadn't realized Jo Ann was so upset over her uncle's death. I never would have known that it was affecting her work in school.

"I know now why Jo Ann likes school. The room looks so interesting, and her teacher is so friendly.

"The teacher really gives Jo Ann a lot of attention. She went right to that poem and picture of Jo Ann's and she helped her make that nice folder for Ralph and me. Maybe Ralph would like to go to a conference. I never thought about asking him before."

This conference indicates excellent preparation on the part of the teacher. Along with a friendly greeting, the parent finds her child's work displayed on the bulletin board. She also sees a folder that shows the child's progress in solving a problem discussed at the last conference. That helps to give her a feeling of continuity from one conference to the next. Taking the discussion into an area of unusual behavior helped the parent to understand how school and home need to work together.

Considerable background and preparation are needed not only for each individual session but for the entire program of teacher-parent conferences. Launching a program without sufficient knowledge and skill will very likely be unprofitable. Both parents and teachers need a solid understanding of the true meaning of education in a modern school. And here is a good reason why administrators and P.T.A.'s should continue to seek ways of communicating educational principles to the public.

One way of doing this is through public forums at which specialists explain modern educational methods and goals, leading up to an active, vigorous audience discussion at the close of the talks. P.T.A. workshop programs, in which parents and teachers are equally responsible for the success of the enterprise, are another popular means of interpreting the principles of modern education.

Then, too, perhaps the time for some reflective thinking is at hand. Change is all around us. Communities and neighborhoods, as well as life in general, are changing. Possibly we need to look at education in a new light. Do old rules, regulations, and procedures fit into a world where multitudinous forces are shaping a new civilization? For day by day that civilization is becoming an integral part of each child's life.

(Continued from page 28)

Human survival requires that we equip our children to go far beyond ourselves in emotional, mental, and social development. In our international meetings people are still thinking in terms of power and prestige. They are still wielding big sticks that can only explode in their hands. Peoples in other parts of the world are beginning to recognize that the big stick of the atomic bomb has no reality because its use is synonymous with suicide.

### Prescription for Survival

The whole picture has changed. The time has come to adopt a new attitude toward our children, which means actually to do the unprecedented thing of telling our children the truth. No longer can we give them the impression that our culture represents the acme of human development, that whatever is embodied in us and our system is good and whatever is different is bad.

We are learning to do this too. The parents of the present generation are immeasurably more truthful than their own parents were. They tell children the truth about things that our grandparents lied about unblushingly. But we are not doing it with enough self-confidence or public support. How to go about it is everyone's problem—the problem of every parent and teacher.

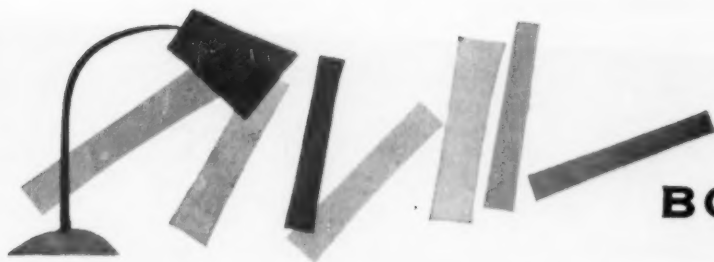
Don't, however, expect the teachers to make up for all the deficiencies of parents because they can't, nor should they be expected to. If a child has been frozen in certainties—that there is only one good religion, one good social system, one good economic system, one good dollar—what chance has a teacher to help that child grow toward maturity? Very little. It is the parents' task not to create barriers that will hamper the teacher in his responsibility.

Today's child needs to know something of past time—right back to geological and astronomical time, not just the history of a few tribes on this little earth. He needs to be oriented in space, to know what lies beyond his locality, to know that words don't mean the same to all people. He should know that people don't have the same values in different parts of the world, yet that they can still be very nice, responsible human beings with whom we can learn to live effectively.

Most of all, we parents and teachers can help children to be impressed not only with the burden and the responsibility but the privilege of helping to solve the world's problems. But before we can do this, I repeat with emphasis, we are going to have to do a lot of painful growing ourselves.

---

*"Families Around the World" is the substance of an address given by Dr. Chisholm at our 1956 national convention, held last May in San Francisco.*



## BOOKS in review

**YOUR ADOLESCENT AT HOME AND IN SCHOOL.** By *Mary and Lawrence K. Frank*. New York: Viking, 1956. \$3.95.

The Franks open their latest book on a strong note of reassurance for parents who may at times be oppressed by uncertainty, failure, even guilt. These feelings are understandable, say the Franks, and they tell why.

They probe the emotional problems of growing up, for it is in these perplexities that parents have a unique responsibility to the child. "Anybody can show him a moving picture of the developmental cycles, but only his parents can help him accept and meet his problems in terms of his past, his present, and his future."

Will toughness help? The Franks don't think so. "We cannot agree with the critics who say that more discipline at home and at school, more fear of authority, will turn the tide in favor of better adjusted adolescents."

What will help, then? "These boys and girls need very acutely an adult world that retains its own sense of integrity, its interest in fair play, and its regard for each individual." They need "teachers and parents with a sense of humor, who can give young people a feeling that it is a happy world full of people with whom they can talk the same language."

Plainly, the Franks are not dedicated to somberness. In discussing the adolescent's life tasks, for example, they write: "We have to realize that life and jobs are not overwhelmingly serious. Most people have to earn a living, . . . but unsmiling, unswerving, frowning devotion to a job leaves out a basic human quality in living." And again: "At this point in history, . . . we need more than ever to emphasize present values and happiness in today's living."

Joy, understanding, the democratic ideal—the Franks put a high price on them. And occasionally these values send the authors striding head on into some monumental column of parental lore. Take the notion that parents must present a united front to their child. Why this "brick wall" of authority, the Franks ask. Why this unassailable "family coalition" that shuts out the child?

For its practical wisdom on guiding young people who are growing up today this is a book hard to surpass. One fragment particularly would be hard to equal: "The true value of parents lies . . . in keeping humanity human."

**FEEDING YOUR BABY AND CHILD.** By *Benjamin M. Spock, M.D., and Miriam E. Lowenberg*. New York: Pocket Books, 1956. 25 cents.

Cooks, bottlewashers, and parents of children under six, here's a friendly volume for you. You'll be wise to make room for it on your handiest bookshelf—preferably in the kitchen, where you can reach it whenever you're bogged down on the fine points of feeding the very young.

What's stumping you? Formulas? Schedules? Weaning? Sterilizing bottles? Turn to the index. It'll point the way

toward practical help, whatever the puzzle of the moment.

Because these are traveling times and even babies are on the go, there are meals for journeying infants. To spark up the social life of the sandbox set, there's a whole chapterful of party ideas. For young diners confined to sick bay there are special diets—diets to use when the littlest boarders are plagued by fever, diarrhea, constipation, or vomiting. And because good eating is more than good food, the authors—Dr. Spock, pediatrician, and Miriam Lowenberg, nutritionist—go into a host of allied subjects: color appeal at the table, emotional climate at mealtime, foods easy for tiny hands to manage.

It's not a simple matter to sense the mealtime needs of the very young. Dr. Spock and Miriam Lowenberg have spent years studying the subject. Here their expert observations and experience are put at your service.

**BACK TO WHAT WOODSHED?** By *Justine Wise Polier*. Public Affairs Pamphlets, 22 East Thirty-eighth Street, New York 16, New York. 25 cents.

The defendant was charged with neglecting his two sons. He drank, the court was told, couldn't hold a job, and now faced eviction. Moreover, the oldest son was a truant.

A follower of the get-tough school would give the family short shrift: "No coddling. Lock them up." The father would go to jail, his sons to an institution. Another broken home. Another family on the public rolls.

But Judge Polier, since 1935 on the bench of the Domestic Relations Court in New York City, made no such decision. She holds to the belief that it is the duty of the court to help, not punish. Her questioning brought several human facts to light: The father was a skilled carpenter who began drinking only after his wife's death. He loved his boys and did not mistreat them. They loved him. Why had the older son been a truant? His answer: "Somebody had to find another place for us to live."

Father and sons received the help they needed. The family remained united, and the community was spared the burden of supporting three more of its own.

Judge Polier's pamphlet is a reply to those who beat the drums for a march back to the woodshed. She shows the futility of plodding a retreat over a road that we have already learned leads to failure. More promising than rummaging around in archaic woodsheds, she says, would be the awakening of widespread, enlightened interest in children's courts. "Interest in the choice of judges, in adequately trained personnel, in the court as a living institution has steadily declined," she writes.

Her charge, coming as it does from an informed official, warrants the thoughtful attention of thoughtful citizens. Parent-teacher members will want to lose no time in studying Judge Polier's pamphlet. Hers is an appeal that laymen can understand and one that many lawyers who belong to the P.T.A. are especially equipped to look into.

## OF MENTAL HEALTH

## Study-Discussion Programs

## I. PRESCHOOL COURSE

Directed by Ruth Strang

"Do Children Grow by Timetables?" (page 12)



## Points for Study and Discussion

1. The word *timetables*, as used here, may have various interpretations:

- As rigid "age norms" to which all children are expected to conform.
- As descriptions of "average children," with which to compare a child of a given age.
- As sequences, states, or "epochs" in child development to serve as a general guide to parents' observation and guidance of their children.

Why is the third interpretation the soundest for parents to follow?

2. In the November 1955 *Woman's Home Companion*, Dr. Milton J. E. Senn, director of the Child Study Center at Yale University, criticizes the work of his predecessor, Dr. Arnold Gesell. He says that "parents who try to match their child to growing-up timetables may actually endanger his development." How may parents use the descriptions of children's growth in ways that would be beneficial rather than harmful? How may the schedules be used without creating feelings of pressure in both parent and child? Why should a mother feel neither inadequate nor anxious if her child's behavior does not correspond to descriptions of the behavior of children the same age? Why should a mother not feel complacent if her child's behavior does correspond to the descriptions? Discuss these and other questions that occur to the group.

3. Which of the following uses of growth timetables are desirable? Which may be undesirable or detrimental?

- To raise the question: "Why is my child's behavior out of line with that of other children studied? Are there home conditions that should be changed?"
- To prod a child who is below the developmental level for his age, without considering his own capacity or environmental conditions.
- To guide one's study of the sequences of behavior in an individual child.
- To expect a child to show the negative behavior described for a particular age.
- To look forward to positive behavior described for a particular age.
- To feel there is something wrong with a child who does not conform to the common pattern.
- To realize that because each child is unique there is a wide range of individual developmental patterns any of which may be appropriate for an individual child.

4. One father said, "I leave the reading of books on

child care and child psychology to my wife. She was pleased when it appeared that our children were up to par according to the books." Should these parents have been pleased? Or should they have been stimulated to see (a) whether the children showed any sign of strain or anxiety as a result of trying to conform or (b) whether they might perhaps, under favorable conditions, go beyond the developmental patterns of youngsters their age?

5. "I found my children ahead of the average in some ways and lagging behind in others," said one mother. "I guess they can't grow on all fronts at once and will zig-zag up to maturity eventually." What was commendable in this mother's attitude?

6. Which is the best course to follow: (a) to compare your child's development with the published descriptions; (b) to learn to know your own child over the years; or (c) to use a combination of approaches?

7. Was Paul's mother using the developmental timetables wisely? What suggestions would you make to her?

## Program Suggestions

- For this first meeting of the year, have the planning committee ask members of the group what kind of program they feel would be most helpful to them.
- Find out which members are most familiar with children under two years of age; which with children from two to four; and so on. Divide these parents into appropriate groups, so that each group may share its observations of children of the same age and discuss these questions: What behavior do we find in common? What range of behavior is represented, and how can we account for it?
- Show one of the films suggested on page 35. Discuss the variations shown in children's behavior and how home conditions may change a child's pattern of development.
- Form a panel of several persons each of whom has read a book by Dr. Gesell or some other psychologist describing developmental patterns. Panel members should briefly review their particular book, then tell how they used this information to gain a better understanding of the child.

## References

## Books:

- Gesell, Arnold. *How a Baby Grows—A Story in Pictures*. New York: Harper, 1945.
- Gesell, Arnold, and Ilg, Frances L. *Infant and Child in the Culture of Today*. New York: Harper, 1943.
- Havighurst, Robert J. *Human Development and Education*. New York: Longmans, 1953.
- Reynolds, Martha May. *Children from Seed to Saplings*. New York: McGraw-Hill, 1951. Second edition.
- Strang, Ruth. *An Introduction to Child Study*. New York: Macmillan, 1951. Third edition. Pages 2-3, 48-49.

## Pamphlets:

- Grossman, Jean Schick. *You Don't Have To Be Perfect*. National Association for Mental Health, 1790 Broadway, New York 19, New York. 20 cents.



Hymes, James L., Jr. *A Healthy Personality for Your Child*. U.S. Children's Bureau, Superintendent of Documents, Washington 25, D. C. 20 cents.

Olson, Willard C., and Lewellen, John. *How Children Grow and Develop*. Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois. 50 cents.

#### Articles in the *National Parent-Teacher*:

Ilg, Frances L. "Is There a Teen-age Timetable?" September 1954, pages 4-7.

Johnson, Wendell. "Is My Child Normal?" January 1954, pages 4-6.

"N.P.T. Quiz." Edmond R. Hess, March 1955, page 23; June 1955, page 26. Nancy Bayley, December 1954, page 11.

#### Films:

*He Acts His Age* (15 minutes), McGraw-Hill Text Films.

*Preface to a Life* (29 minutes), United World Films, Inc.

## II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz

"Teacher and Parent Talk It Over"

(page 15)



#### Points for Study and Discussion

1. In this article the author is referring to conferences that are scheduled at regular intervals by the teacher. What values do you see in such conferences?

2. Recall some other valuable conferences you have had with your children's teachers that were not scheduled. What made them successful?

3. In your experience which of these purposes are served by teacher-parent interviews?

- To supplement what report cards tell.
- To give parents a chance to see the school environment.
- To help teachers understand children's home life.
- To show parents how to help children with homework.
- To develop and maintain friendly relations between home and school.
- To help parents understand the school's basic beliefs.

Are there some other purposes you would suggest?

4. Mary Harden refers to the way parents feel about going to school for interviews. What are the things that influence the way they feel? How do you think a child feels about his teachers' and parents' conferring? Do his attitudes change as he grows older? Are there ways for children to participate in the conference or in preparations for it?

5. As the new school year begins you probably have a new teacher to become acquainted with. List five things you would like to ask about her plans for your child. Then list five things you would like to tell her about your child.

6. This article, as well as some of the reading materials listed in the next column, refers to the relation between teacher-parent conferences and parent-teacher meetings. It is suggested that the P.T.A. meetings provide content for the conferences and that interviews then relate this basic information about children to the needs of an individual child. What discussion topics would you find useful for these P.T.A. meetings?

7. If you were advising some school system about how to start a program of teacher-parent conferences, what would be your recommendations?

#### Program Suggestions

• In *Effective Home-School Relations* James L. Hymes, Jr., says, "At the beginning of a year a parent wants to know specifically: What is going to happen to my child in this class . . . and why?" Then he goes on to suggest that the first program of the year is a good one for a fact meeting. "Someone who knows must stand up and say: 'Here is the story.'" Acting on his suggestion, you might wish to ask several persons to "stand up and tell us"—the principal, the counselor, a teacher, a parent who is used to teacher-parent conferences, a school board member. Ask them to tell you the why and how of these conferences.

• If teacher-parent interviews are a usual procedure, you might get some advance thinking on counseling techniques. Invite representatives of several professions—a physician, a lawyer, a minister—to tell how they try to understand children's difficulties by talking with parents. They too are trained in interview techniques.

• James Hymes has another suggestion that is especially good early in the year: a reading panel. This sort of program does not rely on outside speakers. Instead it puts the responsibility on several members of the group to find and read aloud short selections related to the topic. Mr. Hymes says: "A panel, composed perhaps of three or four people, looks for answers. The task is divided into as many bits as busy people can handle. You look up Gesell. You see what Baruch has to say. You check in Jersild's book; and Mrs. Thompson, why don't you read the sections in Olson to get his ideas?"

Use several of the references listed below. There are principles (in Baruch, for example) and interesting illustrations (in Langdon and Stout).

• Since this is the start of the year it may be desirable to spend time on an advance view of the year's programs for your group. What are the topics to be studied? Is there a reference committee to report on new books? Since for each month's program certain articles in the *National Parent-Teacher* will be listed as references, plan to make those articles generally available.

#### References

##### Books:

Baruch, Dorothy W. *Parents and Children Go to School*. Chicago: Scott, Foresman, 1939. Part II.

Hymes, James L., Jr. *Effective Home-School Relations*. New York: Prentice-Hall, 1955. See Chapter 6 and pages 98-99.

*Interviews*. Englewood Cliffs, New Jersey: Prentice-Hall, 1954. See especially Part Two on "Feelings" and Part Three, "What To Talk About."

Langdon, Grace, and Stout, Irving. *Teacher-Parent Interviews*. Englewood Cliffs, New Jersey: Prentice-Hall, 1954. See especially Part Two and Part Three.

Leonard, Edith M.; Vandeman, Dorothy D.; and Miles, Lilian E. *Counseling with Parents*. New York: Macmillan, 1954. Chapter V.

Strang, Ruth. *Reporting to Parents*. New York: Bureau of Publications, Teachers College, Columbia University, 1947.

##### Pamphlets:

D'Evelyn, Katherine. *Individual Parent-Teacher Conferences*. Bureau of Publications, Teachers College, Columbia University, New York 27, New York. 75 cents.

Gabbard, Hazel. *Working with Parents*. U.S. Office of Education, Department of Health, Education, and Welfare, Washington 25, D. C. 15 cents.

Grant, Eva H. *Parents and Teachers as Partners*. Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois. 50 cents.

Grossman, Jean Schick. *How To Use Puppets in Parent Discussion*. Play Schools Association, 1159 West Fifty-seventh Street, New York 19, New York. 60 cents.

#### Articles in the *National Parent-Teacher*:

- Goodykootz, Bess. "What Is Gained by Parent-Teacher Conferences?" September 1954, pages 23-25.  
 Harbage, Mary. "Judging Their Progress in School." February 1953, pages 28-30.  
 Kavin, Ethel. "Teacher-Parent Conferences Pay Dividends." December 1953, pages 22-24.

#### Films:

- All Children Need Guidance* (two filmstrips), Popular Science Publishing Company, Audio-Visual Division.  
*A Guidance Problem for School and Home* (20 minutes), Teachers College, Columbia University.

### III. COURSE ON ADOLESCENCE

Directed by Evelyn Millis Duvall

"What Is the Press Doing to Teen-agers?" (page 4)

#### Points for Study and Discussion

1. Do you agree with Mr. Walsh that there is a modern tendency to group all teen-agers together? Do you, hearing people talk in your neighborhood, reading your daily paper, listening to the radio, and watching television, get the impression that people generally tend to think of all teen-agers as a group? As secondary citizens to be just a little afraid of, perhaps? As a pressure group, out to get what they can from adults while the getting is good? As a market for goods and propaganda? Do you feel that this tendency to lump all young people together (to the extent that it does operate in your community) is good for them? For parents? For society as a whole? Or is there something here that should be faced as a modern challenge?

2. How do you feel about the responsibility that a metropolitan daily paper takes in setting up rules for its news stories—rules such as those reported in this article? Do self-imposed rules of this kind seem to be adhered to by the newspapers of your community?

3. What is your reaction to the author's observation beginning with "Never a day goes by that some squeaky voice doesn't call the city desk" and ending with "He can't think of any one bad thing the press had printed about teen-agers in the last twenty-four hours—or, for that matter, twenty-four days"? Does this observation make the press sound friendly in its basic attitude toward teen-agers? How do you feel about the choice of words and phrases used throughout the article in reference to young people, such as "their antics," "gang of young toughs," "delinquency," "panty raids," "peccadilloes," "juvenile crime"?

4. In an article in the August 1956 *Reader's Digest* Margaret Cushman Banning lists positive achievements of teen-agers that "never made the headlines." Do your papers ignore such achievements? Have the Sunday sections recently featured articles about adolescents? If so, from what point of view—that young people today are heedless, resentful, and irresponsible or that most of them are serious-minded, clear-thinking, and responsible?

5. Do you agree that the newspaper is a "daily university" for teen-agers in its special services beamed to youth? Who writes the "advice-to-the-lovelorn column" in your paper? A competent authority? How significant for today's teen-agers is the roll call of "the array of help most newspapers offer"? "Are fashion and beauty information; etiquette columns of special interest to young people"; and "hobby stuff" university fare? Are they relevant to the problems we know teen-agers are grappling with? Does such a line of wares in the newspaper reflect a stereotyped conception of what interests youth? Is it based upon what

youth polls, adolescent research, and scientific evidence tell us about adolescents' needs, problems, and interests?

6. How can a newspaper help to build a community in which young people may lead wholesome, active, productive lives? In what ways can the press arouse the social conscience of a community? What standard of values do your town's newspapers uphold and encourage?

7. If, as Mr. Walsh suggests, the problem of youth is up to parents and teachers, what can we do about it? Through our high school P.T.A.'s? Through community-wide action? What collective efforts might be tried to remove the stigma from teen-agers and encourage general recognition of them as our own flesh and blood, our older children, real persons who very shortly will be parents and teachers and newspapermen themselves?

#### Program Suggestions

\* Bring to the meeting a collection of recent newspapers circulated in your community. After a brief introductory statement, divide the group into small working units of three or four persons. Ask each unit to tabulate the content and major emphasis as well as the number of inches of news copy given to every item about teen-agers in a single issue. Having completed their analyses, the units will give their reports, which will then be discussed by the group as a whole.

\* Invite a local editor to tell your group what self-imposed rules his paper follows in its stories about young people.

\* Accept the challenge that parents and teachers can be influential in molding public opinion about teen-agers and in providing the community climate that is good for young people to grow up in. To this end, get enough copies of the following booklets so that each member will have all four publications and can use them as reference reading for the successive study topics. The booklets are available from your state congress of parents and teachers: *The Family and the Community: Each Shapes the Other—The P.T.A. Serves Both*; *It's High Time*; *Moral and Spiritual Education in Home, School, and Community* (out of print but still available in some states); and *Working with Youth Through the High School P.T.A.*

#### References

##### Books:

- Coblentz, Edward D., editor. *Newsmen Speak*. Berkeley: University of California Press, 1954.  
 Dale, Edgar. *How To Read a Newspaper*. Chicago: Scott Foresman, 1941.  
 McKee, Elmore M. *The People Act*. New York: Harper, 1955.

##### Pamphlets and a magazine article:

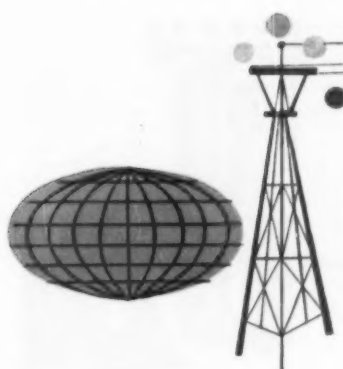
- From Public Affairs Pamphlets, 22 East Thirty-eighth Street, New York 16, New York. 25 cents each.  
 Landis, Paul H. *Coming of Age: Problems of Teen-agers*.  
 Mabley, Jack. *Who's on First? Fair Play for All Americans*.  
 Polier, Justine Wise. *Back to What Woodshed?*

From Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois. 50 cents each.

Remmers, H. H., and Hackett, C. G. *Let's Listen to Youth*.  
 Seltzer, Louis B. "What's Happening to Our Newspapers?" *Saturday Review*, April 26, 1956, pages 7-9, 30-31.

##### Articles in the *National Parent-Teacher*:

- Ferguson, Charles W. "Young Candidates for Citizenship?" February 1953, pages 4-6.  
 Jameson, Augusta. "Why Do They Act Like That?" October 1955, pages 16-18.  
 Stratton, Dorothy C. "What Youth Wants from Its World." April 1953, pages 4-6.



## NOTES from the newsfront



**Assuring Polio Protection.**—The U.S. Public Health Service has asked the P.T.A. to urge prompt and full use of the increasing supplies of Salk vaccine. Expanding immunization programs, even during periods of rising polio incidence in late summer and early fall, should make it possible to protect many more children and pregnant women. In 1955 the rate of paralytic polio among vaccinated children was reduced by at least 75 per cent. For more information on this public education program, get in touch with your local or state unit of the National Foundation for Infantile Paralysis. State, district, or local health officers can tell you about the availability of the vaccine in your particular area.

**Job Hunters, Junior Grade.**—When two newspapers in Louisville, Kentucky, offered free "job wanted" ads to teen-agers this past summer, more than two thousand youngsters in the area accepted the papers' hospitality. The talents advertised were many, ranging from the specific ("Uranium ore on your property? Bring sample for geiger counter tests") to the general ("Any kind of work. I am a big boy; have a bike; I'll work hard").

**Price Tag on Superstition.**—Friday the thirteenth is an unlucky day—for businessmen. Each time that particular day rolls around, the nation's businesses lose some 250 million dollars because so many superstitious people are afraid to buy or sell, ride to work, or take other chances.

**Climate for Good Teaching.**—What kind of community do teachers like to live in? What local conditions enable them to do their best work? The National Education Association got some revealing answers to these questions through a poll of more than six thousand teachers and administrators. The teachers listed seven conditions as being most important: a friendly school board, good teacher-parent relationships, a democratic school administration, an active P.T.A., salary increases requested by the school board, favorable community action on bond issues, and newspaper editorial support for the schools.

**Versatile TV.**—Closed-circuit television is proving itself useful in all sorts of unlikely places. A TV camera in the bookkeeping department of a Chicago bank flashes customers' signatures on screens in the tellers' cages, with a 20 per cent saving in time for customers. Television made its debut in the Vienna State Opera House recently when the conductor of the choir, backstage, received his cues from the orchestra conductor, out front, via a TV screen.

**We Go to Europe.**—A trip abroad is in store for a number of National Congress publications—a trip to P.T.A. units in schools for children of army personnel in Europe. In

a letter to the units, Fred L. Miller, P.T.A. coordinator for the Dependents Schools of the Army's European Command, suggested that members make use of *New Hope for Audiences*, *Parents and Teachers as Partners*, and *Moral and Spiritual Education* in planning panel discussions, study groups, and other types of programs. He also urged every unit to subscribe to the *National Parent-Teacher*.

**Our Absent Voters.**—With Citizenship Day, September 17, to remind us of our rights and duties as citizens, some statistics on voting recently compiled by the American Heritage Foundation are especially meaningful. Although only 63 per cent of all the adults in the United States voted in the 1952 presidential election, 79 per cent of the city dwellers, 90 per cent of college-educated persons, and 88 per cent of those in professions or management positions cast ballots. But of the 20 million young people between the ages of 21 and 29, only 50 per cent went to the polls. And women cast only 59 per cent of their potential 53 million votes.

**Odd Jobs.**—Interested in a career as a cracker stacker or a wrinkle chaser? Or perhaps you'd rather be a doll-eye setter, bologna lacer, bag holder, neck cutter, moocher, leacher, bumper, knocker, pretzel peeler, or bucker-up. You'll find all these jobs carefully and seriously defined in the U.S. Labor Department's newest *Dictionary of Occupational Titles*.

**In Praise of Pop.**—Fathers came in for some startling and touching tributes in the "My Pop's Tops" contest sponsored by the *Milwaukee Sentinel*. Some of the answers: "Pop is good to old folks, mama, and animals. He's even good to me." . . . "He never passed the seventh grade, yet he is just as smart as if he was in the eighth." . . . "Being good is easy for some boys but not for me. Pop knows this." . . . "When my Pop's home, the whole house is like smiling."

**A Down-to-Earth View.**—In an Italian mining town scientists have made an exciting discovery: bones that may have belonged to the earliest ancestor of both man and ape. The bones, estimated to be ten million years old, are embedded in a coal mine on which the townspeople depend for their livelihood. Scientists would like to go into the mine and carefully dig out each precious fragment, but the mine superintendent has refused. "If we stopped operations every time we found a bone," he said, "we'd never make ends meet!"

**Modest Ambition.**—In an appearance on a TV program, a six-year-old boy was asked what he wanted to be when he grew up. "Alive," was his reply.



# MOTION PICTURE previews



**PREVIEW EDITOR, ENTERTAINMENT FILMS**  
MRS. LOUIS L. BUCKLIN

## JUNIOR MATINEE

*From 8 to 12 years*

**The First Texan**—Allied Artists. Direction, Byron Haskin. Within the framework of the simple western, this story of Sam Houston is well told. Joel McCrea creates a sturdy and sympathetic hero out of the man whose brilliant leadership won the Texans their freedom. A good historic adventure story for children. Leading players: Joel McCrea, Felicia Farr.

Family	12-15	8-12
Fair	Good	Good

**John and Julie**—Dominant Pictures. Direction, William Fairchild. When an English child decides she must see the coronation of Queen Elizabeth, she runs away to London with her twelve-year-old friend John, who proves to be a most resourceful protector and guide. Mishaps beset them from the start,



The two youngsters in *John and Julie* run into difficulties on their way to London to see the queen's coronation.

and the journey is a series of separations and reunions, with some amusing coincidences. Wholesome, enjoyable entertainment. Leading players: Colin Gibson, Lesley Dudley.

Family	12-15	8-12
Fun	Good	Good

## FAMILY

*Suitable for children if accompanied by adults*

**The Brave One**—RKO. Direction, Irving Rapper. A Mexican boy rebels against the "proud" destiny (death in a bull ring) that faces his magnificent pet bull. His struggles to save his animal culminate at the home of the president of Mexico, but reprieve comes just after the bull has entered the ring to meet

one of the greatest matadors of all time. Colorful, authentic settings and good acting. Leading players: Michel Ray, Rodolfo Hoyos.

Family	12-15	8-12
Good of its type	Yes	Yes

**Francis in the Haunted House**—Universal-International. Direction, Charles Lamont. A walled and turreted castle is the setting for another entertaining encounter with Francis, the talking mule. This time Francis puts his talents at the disposal of Mickey Rooney, whose romantic feelings for the heiress to the castle land him in the thick of things when one of the estate's lawyers is murdered. The film is fast paced, but only the second half has sufficient humor for very young audiences. Leading players: Mickey Rooney, "Francis."

Family	12-15	8-12
Entertaining	Yes	Possibly a bit "scary"

**The Great Locomotive Chase**—Disney-Buena Vista. Direction, Francis D. Lyon. A true incident of the Civil War, the attempt to cripple a vital southern railway line of supply, is the basis for this unusual and exciting adventure story. Walt Disney's presentation extends beyond expert portrayal of action and authentic detail. His heroes are real people who make history come alive. Leading players: Fess Parker, Jeffrey Hunter.

Family	12-15	8-12
Good	Excellent	Excellent

**The King and I**—20th Century-Fox. Direction, Walter Lang. An irresistible adaptation of Rodgers' and Hammerstein's musical play. The haunting score is beautifully sung; the brilliant settings and costumes are a delight to the eye; but it is still the story that gives the film its charm. There is not a single false note in Yul Brynner's magnetic performance as the king, and Deborah Kerr's warm, sensitive acting is every bit as fine. Leading players: Deborah Kerr, Yul Brynner, Rita Moreno.

Family	12-15	8-12
Outstanding	Outstanding	Yes

**Men Against the Arctic**—Disney-Buena Vista. The latest in Walt Disney's "People and Places" series depicts the role of the ice-breakers, the ships that ply the hazardous Arctic ice packs. Magnificent photography.

Family	12-15	8-12
Excellent	Interesting	Interesting

**Pardners**—Paramount. Direction, Norman Taurog. Dean Martin and Jerry Lewis gallop through their familiar routine, this time in the wild and woolly West. Their misadventures are caused by Jerry's clumsy efforts to make himself into a westerner and Rancher Martin's behind-the-scene heroics. Leading players: Dean Martin, Jerry Lewis.

Family	12-15	8-12
	Martin and Lewis fans	

**Secrets of the Reef**—Butterfield and Company. Direction, Lloyd Ritter, Robert Young, Murray Lerner. This remarkable picture captures the intimate and minute details of life on a coral reef off the Florida coast. Among creatures whose life habits are painstakingly examined are the octopus, the moray eel, sea pigeons, sea worms, snails, squid, coral, shrimp, crab, and jellyfish. Worthwhile for biology classes and nature-study groups.

Family	12-15	8-12
Excellent	Excellent	Excellent

**Unidentified Flying Objects**—United Artists. Direction, Winston Jones. Those who believe that flying saucers are pure fiction may reverse their opinion after seeing this unusual documentary, made with government cooperation. Matter-of-fact narration reveals the admirable way in which authorities have



approached a problem whose solution may be stranger than science fiction.

**Family** 12-15 8-12  
**Interesting** Very good Good, with guidance

**Walk the Proud Land**—Universal-International. Direction, Jesse Hibbs. An absorbing western based on the true story of the settling of the Apaches on the San Carlos Reservation near Tucson in the 1870's. With sincerity and an appealing diffidence, Audie Murphy plays the role of a young Indian agent who puts his Christian beliefs into practice. Leading players: Audie Murphy, Anne Bancroft, Pat Crowley.

**Family** 12-15 8-12  
**Very good** Excellent in conjunction with a study program Good, with some background

## ADULTS AND YOUNG PEOPLE

**Autumn Leaves**—Columbia. Direction, Robert Aldrich. In this overwrought melodrama, Joan Crawford is a lonely, middle-aged public stenographer who marries an attractive but emotionally disturbed young man. Scenes of shock treatment shown for melodramatic purposes are objectionable. Leading players: Joan Crawford, Cliff Robertson.

**Adults** 15-18 12-15  
**Crawford fans** Poor No

**The Bad Seed**—Warner Brothers. Direction, Mervyn LeRoy. Though based on an extremely dubious premise—that some human beings can never develop a moral sense—this melodrama is distinguished by fine acting and a taut production. Nancy Kelly gives depth and subtlety to the role of a mother who alone knows that her little daughter is a murderer. Patty McCormack is brilliant as the apparently perfect child whose only emotions are fear and greed. Leading players: Nancy Kelly, Patty McCormack, Evelyn Varden.

**Adults** 15-18 12-15  
**Tense and provocative** Mature No

**The Battle of Gettysburg**—MGM. Direction, Herman Hoffman. An attempt to make history come alive without employing a single actor. The battle is reenacted through adroit camera work of motionless guns, statues in Gettysburg National Military Park, and the hills and meadows where the action took place, plus the sounds of life and drum, gunfire, and shouting. Despite clear commentary the effect is somewhat confused; but one does capture a feeling of the sadness and futility of war.

**Adults** 15-18 12-15  
**Fair** Fair Fair

**Behind the High Wall**—Universal-International. Direction, Abner Biberman. A depressing story of a prison warden who, though supposedly devoted to his work, steals to provide security for his crippled wife. Leading players: Tom Tulley, Sylvia Sidney.

**Adults** 15-18 12-15  
**Poor melodrama** Poor Poor

**The Black Sleep**—United Artists. Direction, Reginald Le Borg. Horror with a heavy hand plays out this grisly melodrama. Basil Rathbone rescues a young doctor from the gallows and then forces him to participate in experimental brain surgery on live people. Leading players: Basil Rathbone, Akim Tamiroff, Lon Chaney, Jr.

**Adults** 15-18 12-15  
**Unpleasant** Poor No

**Congo Crossing**—Universal-International. Direction, Joseph Penney. This tedious trek through Africa concerns a group of criminals hiding out in the jungle. An American engineer making a survey has to dodge their bullets as well as combat such standard obstacles as tsetse flies, alligators, and jungle fever. Leading players: Virginia Mayo, George Nader, Peter Lorre.

**Adults** 15-18 12-15  
**Trash** Trash Trash

**The Creeping Unknown**—United Artists. Direction, Val Guest. A rocket pilot returns to earth from outer space, infected by a force that eventually turns him into a writhing, jelly-like mass that devours all life. Leading players: Brian Donlevy, Margia Dean, Jack Warner.

**Adults** 15-18 12-15  
**Trash** No No

**D-Day, the Sixth of June**—20th Century-Fox. Direction, Henry Koster. World War II is used here primarily as a background for a contrived story of love and romance. A married American, stationed in England, loses his heart to a betrothed English beauty. Their time together is idyllic, but naturally someone must pay for their stepping out of line. Leading players: Robert Taylor, Dana Wynter, Richard Todd.

**Adults** 15-18 12-15  
**Mediocre** Poor No

**The Eddy Duchin Story**—Columbia. Direction, George Sidney. This is not the familiar story of a struggle for recognition, for Eddy Duchin achieved professional success in an extraordinarily short time. Rather, this handsome film depicts events in the life of a man hounded by personal tragedies. The earlier scenes have charm, but the characters never seem like real people. Leading players: Tyrone Power, Kim Novak, Victoria Shaw.

**Adults** 15-18 12-15  
**Matter of taste** Mature No

**The Edge of Hell**—Universal-International. Direction, Hugo Haas. This black-and-white comedy-drama depicts the pitiful efforts of a one-time actor to keep himself and his little trick dog alive. The film has touching moments but, on the whole, lacks warmth and humanity. Leading players: Hugo Haas, Francesca de Saffa.

**Adults** 15-18 12-15  
**Fair** Fair Fair

**Emergency Hospital**—United Artists. Direction, Lee Sholem. Margaret Lindsay is a woman doctor in this stereotyped film, acted out against the bustle and excitement of an emergency hospital. Leading players: Margaret Lindsay, Byron Palmer.

**Adults** 15-18 12-15  
**Routine** Routine Possibly

**The Fastest Gun Alive**—MGM. Direction, Russell Rouse. An interesting, well-acted western drama. Glenn Ford, storekeeper in a small town, does not drink or carry a gun until the day mental anguish drives him to make a public exhibition of his talents in both fields. He wins the amazed admiration of his neighbors but becomes the target for a killer. Leading players: Glenn Ford, Jeanne Crain, Broderick Crawford.

**Adults** 15-18 12-15  
**Good** Yes Yes

**Foreign Intrigue**—United Artists. Direction, Sheldon Reynolds. When his employer dies suddenly in his villa on the French Riviera, press agent Robert Mitchum becomes curious about the man's mysterious past. His rather flabby probings uncover blackmail, espionage, and danger, through which he ambles with characteristic indifference. Leading players: Robert Mitchum, Genevieve Page, Ingrid Tulean.

**Adults** 15-18 12-15

### Weak mystery melodrama

**Huk**—United Artists. Direction, John Barnwell. The Huks—Filipino rebels, guerillas, and general "bad men"—are the newest villains discovered by the film producers. In this routine melodrama they are also discovered by the American hero, who returns to the Philippines to sell the family plantation. Leading players: George Montgomery, Mona Freeman.

**Adults** 15-18 12-15  
**Matter of taste** Poor Poor

**Invitation to the Dance**—MGM. Direction, Gene Kelly. In this brilliant, beautifully produced picture, three stories—"Circus," "Ring Around the Rosy," and "Sinbad the Sailor"—are told in dance and pantomime. The accompanying musical scores are superb. "The most imaginatively produced picture I have ever seen," said one student reviewer. At the same time he cautioned that the film might seem a little slow to those who do not care for the dance. Leading players: Gene Kelly, Tamara Toumanova, Igor Youskevitch.

**Adults** 15-18 12-15  
**Excellent of its type** Excellent of its type Ballet enthusiasts

**The Killing**—United Artists. Direction, Stanley Kubrick. A crime melodrama in which ex-convict Sterling Hayden, with the aid of a timid cashier, a dishonest policeman, a professional sharpshooter, a bartender, and a wrestler, plans to steal two million dollars from a race track. In scenes of mounting tension, the scheme is carried through with the precision of a military maneuver, only to be ruined by a single ironic twist. Leading players: Sterling Hayden, Marie Windsor, Ted De Corsia.

**Adults** 15-18 12-15  
**Tense** Tense No

**A Kiss Before Dying**—United Artists. Direction, Gerd Oswald. A handsome college student finds his way out of a compromising situation in *An American Tragedy* fashion. The crime, executed with dramatic realism in a college campus setting, is only the beginning of a chilling but uneven suspense thriller. Well acted and well photographed. Leading players: Robert Wagner, Jeffrey Hunter, Virginia Leith.

**Adults** 15-18 12-15  
**Matter of taste** Mature No

**Lust for Life**—MGM. Direction, Vincente Minnelli. The absorbing biography of Vincent Van Gogh is brought to the screen in a production of beauty and power. Norman Corwin's script creates a moving portrait of a tortured, turbulent genius, and

Kirk Douglas infuses the role with passion and intensity. Leading players: Kirk Douglas, Anthony Quinn, James Donald.

*Adults* 15-18 12-15  
Excellent Excellent, with discussion With discussion

**Massacre**—20th Century-Fox. Direction, Louis King. This aptly titled western melodrama takes place in Mexico against settings of unusual beauty. The plot concerns the efforts of a band of militia to track down smugglers suspected of selling guns to the Indians. Leading players: Dane Clark, James Craig.

*Adults* 15-18 12-15  
Lacking in impact Poor No

**Moby Dick**—Warner Brothers. Direction, John Huston. A tight, compelling screen play has been fashioned from Herman Melville's epic tale. Wisely the producers have confined themselves to Captain Ahab's relentless pursuit of the white whale and have suggested, rather than elaborated on, the mystical overtones of the book. In Richard Basehart, Leo Genn, Orson Welles, and others, Huston has assembled a memorable crew. Only Gregory Peck's interpretation of Ahab falls short. Leading players: Gregory Peck, Leo Genn, Richard Basehart, Orson Welles.

*Adults* 15-18 12-15  
A great achievement Excellent Yes

**Nightmare**—United Artists. Direction, Maxwell Shane. A young jazz musician has a nightmare in which he kills a man and then finds that the events in his dream have actually taken place. A sluggish suspense melodrama. Leading players: Edward G. Robinson, Kevin McCarthy, Connie Russell.

*Adults* 15-18 12-15  
Poor Poor No

**The Proud and the Beautiful**—Kingsley-International. Direction, Yves Allegret. Jean Paul Sartre has sketched a man and woman numbed by the purposeless cruelty of life. The woman, whose husband has just died from meningitis, is stranded in a quarantined Mexican town. The man, a former doctor, has become a drunkard and village buffoon. In their growing love for each other, the film suggests, the two will find strength and some hope. Sensitive acted and directed, off-beat and adult. Leading players: Michele Morgan, Gérard Philipe.

*Adults* 15-18 12-15  
Matter of taste Mature No

**The Proud Ones**—20th Century-Fox. Direction, Robert D. Webb. Familiar western characters come together once more in a colorful frontier town. A scheming saloon owner aims to liquidate the sheriff, who, having run away from their last encounter, realizes he must make his stand if he is to retain his self-respect. Leading players: Robert Ryan, Virginia Mayo.

*Adults* 15-18 12-15  
Western fans Western fans Western fans

**The Rowdy Years**—Universal-International. Direction, Rudolph Mate. A routine western done in fairly lavish style. More than the usual amount of violence, including hangings, shootings, a lashing, and an incident showing a roped man being dragged behind a horse. Leading players: Tony Curtis, Colleen Miller, Arthur Kennedy.

*Adults* 15-18 12-15  
Western fans Poor No

**Rebel in Town**—United Artists. Direction, Alfred Werker. This well acted, well-directed western takes place in Arizona after the Civil War. Ex-Union officer John Payne, bitter toward the South, desires revenge when his son is accidentally killed by an ex-Confederate soldier. The efforts of his wife to persuade him to forgive the killer and the attempts of the killer's brother to make atonement build up to a tense climax. Leading players: John Payne, Ruth Roman, J. Carroll Naish.

*Adults* 15-18 12-15  
Better than average Yes Mature

**Santiago**—Warner Brothers. Direction, Gordon Douglas. An intricately plotted adventure melodrama centering on Cuba's war for independence. Taciturn Alan Ladd displays his customary adroitness with his fists in scenes often notable for their violence. Leading players: Alan Ladd, Rossana Podesta, Lloyd Nolan.

*Adults* 15-18 12-15  
Matter of taste Fair No

**Satellite in the Sky**—Warner Brothers. Direction, Paul Dickson. A science-fiction melodrama describing the efforts of the crew of a rocket plane to break through the space barrier and set off a super bomb too destructive to be exploded in the earth's atmosphere. Leading players: Kieron Moore, Lois Maxwell.

*Adults* 15-18 12-15  
Good of its type Good of its type Yes

**Screaming Eagles**—Allied Artists. Direction, Charles Haas. An unpretentious war story highlights the loyalty and teamwork

of a parachute troop dropped into enemy territory on D Day. The "maverick" of the group learns the responsibilities and satisfactions of belonging to a finely trained, intensely proud platoon. Leading players: Tom Tryon, Jacqueline Beer.

*Adults* 15-18 12-15  
Matter of taste Fair Fair

**Simon and Laura**—Universal-International. Direction, Muriel Box. A sophisticated British comedy with a trifling plot. A quarrelsome theatrical couple are chosen for a television series designed to play up the joys of marriage. Sprightly performances and satirical glimpses behind the scenes in a television studio help things along. Leading players: Kay Kendall, Peter Finch, Muriel Pavlov.

*Adults* 15-18 12-15  
Amusing in spots Sophisticated No

**Somebody Up There Likes Me**—MGM. Direction, Robert Wise. This story of a young hoodlum who straightens himself out, becomes a champion boxer, and leads a decent life delivers its punches with particular conviction, since it is based on the life of Rocky Graziano. The film is as rough and brutal as the ring itself, sidestepping sentimentality. Fast-paced action and a fine cast. Leading players: Paul Newman, Pier Angeli.

*Adults* 15-18 12-15  
Good of its type Good of its type Mature

**Star of India**—United Artists. Direction, Arthur Lubin. An absurd swashbuckling melodrama, set in the days of Louis XIV. Ludicrous dialogue and fuzzy photography. Leading players: Cornel Wilde, Jean Wallace, Herbert Lom.

*Adults* 15-18 12-15  
Poor Poor Poor

**Storm Center**—Columbia. Direction, Daniel Taradach. The makers of this film had the courage to deal with contemporary injustices that encroach upon our traditional liberties. When a small-town librarian refuses to take a book about Communism off her shelves and is discharged by the city council, her neighbors come to regard her as a Communist. The producers, in their concern over the hatred and tragedy caused by belief in guilt by association, neglect the larger issue, freedom of speech. The picture as a whole is confused and overmelodramatic, and the performance of the main character is not convincing. However, the film does have a timely message. It would be excellent for study-discussion groups. Leading players: Bette Davis, Kim Hunter.

*Adults* 15-18 12-15  
Thought provoking Thought provoking. With discussion  
Better with discussion leader leader

**That Certain Feeling**—Paramount. Direction, Norman Panama, Melvin Frank. A breezy bit of sophisticated comedy based on a simple triangle plot. George Sanders, a stuffy cartoonist, is about to marry his ultra-smart secretary, Eva Marie Saint, who is Bob Hope's ex-wife. When Bob takes the job of ghosting Sanders' comic strip to give it "heart," Pearl Bailey, the maid, can see that he and Eva still care for each other, and she loses no time in encouraging "that certain feeling." Amusing dialogue. Leading players: Bob Hope, Eva Marie Saint, George Sanders, Pearl Bailey.

*Adults* 15-18 12-15  
Entertaining Entertaining Yes

**Trapeze**—United Artists. Direction, Carol Reed. An interesting, imaginatively directed melodrama. The slight plot concerning the efforts of a girl tumbler to become the third member of a team of aerialists is merely an excuse for the director to exercise his customary skill in bringing a background to life. The trio's emotional involvements are considerably less compelling than the intimate picture of circus life. Leading players: Burt Lancaster, Tony Curtis, Gina Lollobrigida.

*Adults* 15-18 12-15  
Worth seeing Mature Very mature

**Twenty-Three Paces to Baker Street**—20th Century-Fox. Direction, Henry Hathaway. Intrigue, terror, romance, and humor are skillfully combined in a competently directed and acted mystery melodrama. A blind man, convinced he has overheard plans for a crime, determines to prove himself both as a detective and as a man. Leading players: Van Johnson, Vera Miles, Cecil Parker.

*Adults* 15-18 12-15  
Better than average Yes A bit tense  
mystery

**The Werewolf**—United Artists. Direction, Fred Sears. Two mad scientists inoculate an accident victim with a mysterious serum so that he keeps changing from a loving husband and father into a werewolf. Leading players: Steve Ritch, Joyce Holden.

*Adults* 15-18 12-15  
Trash Trash No

# DIRECTORY OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS BOARD OF MANAGERS

## OFFICERS

### NATIONAL PRESIDENT

Mrs. Rollin Brown, 1134 North Orange Drive  
Los Angeles 38, California

### AIDES TO THE PRESIDENT

#### FIRST VICE-PRESIDENT

Mrs. James C. Parker, 1729 Union Boulevard, S.E.  
Grand Rapids 7, Michigan

#### SECOND VICE-PRESIDENT

Dr. Kenneth E. Oberholzer, Denver Public Schools,  
Administration Building, 414 Fourteenth Street  
Denver 2, Colorado

### VICE-PRESIDENTS

Mrs. L. E. Burr, 1127 Strong Drive, Las Vegas, Nevada  
Mrs. Ruth Gagliardo, 1108 Ohio Street, Lawrence,  
Kansas  
Mrs. Ralph Hobbs, Cataula, Georgia

Mr. Joseph A. Hunter, 3111 Ardee Way, Baltimore 22,  
Maryland  
Mrs. Ramon Lawrence, Jericho, Vermont  
Mrs. T. H. Ludlow, 135 Southcote Road, Riverside,  
Illinois

Mrs. Jennelle Moorhead, Emerald Hall, University of  
Oregon, General Extension Division, Eugene, Oregon  
Mrs. H. G. Stinnett, Jr., 614 West Thirty-second,  
Austin, Texas

### SECRETARY

Mrs. L. W. Alston, The Highlands, Apt. 510,  
1914 Connecticut Avenue, N.W., Washington 9, D. C.

### TREASURER

Mr. James H. Snowden, 3703 Washington Street  
Wilmington, Delaware

### IMMEDIATE PAST PRESIDENT

Mrs. Newton P. Leonard, 341 Sharon Street  
Providence, Rhode Island

## NATIONAL CHAIRMEN OF STANDING COMMITTEES

### AUDIO-VISUAL SERVICES:

Mrs. Louise S. Walker, 3233 Livingston Street,  
N.W., Washington 15, D. C.

### CHARACTER AND SPIRITUAL EDUCATION:

Mrs. A. O. Haislip, 1324 North Thirty-fourth  
Street, Birmingham, Alabama

### CITIZENSHIP:

Mrs. Albert Solomon, 1605 Xavier Street, Denver  
4, Colorado

### CONGRESS PUBLICATIONS:

Mrs. James P. Ryan, 309 West Holly Street, Phoenix,  
Arizona

### COOPERATION WITH COLLEGES:

Mrs. Edith McBride Cameron, 805 Seagle Building,  
Gainesville, Florida

### EXCEPTIONAL CHILD:

Mrs. C. F. Schmidt, 607 South Menlo Avenue,  
Sioux Falls, South Dakota

### HEALTH:

Henry F. Helmholz, M.D., 799 Third Street, S.W.,  
Rochester, Minnesota

### HIGH SCHOOL SERVICE:

Mrs. C. Wheeler Detjen, 420 South Gore, Webster  
Groves 19, Missouri

### INTERNATIONAL RELATIONS:

Mrs. Durand Taylor, 24 Fifth Avenue, New York  
11, New York

### JUVENILE PROTECTION:

Mrs. E. L. Church, 1004 Homecrest, Kalamazoo 26,  
Michigan

### LEGISLATION:

Mrs. Clifford N. Jenkins, 30 Deerpath, Norgate,  
Roslyn Heights, Long Island, New York

### MEMBERSHIP:

Mrs. Jack C. Greig, 240 Locust Street, Hammond,  
Indiana

### MENTAL HEALTH:

Dr. W. Carson Ryan, 1305 Mason Farm Road,  
Chapel Hill, North Carolina

### NATIONAL PARENT-TEACHER MAGAZINE:

Mrs. Joel L. Burkitt, 1323 South Frisco, Tulsa 14,  
Oklahoma

### PARENT AND FAMILY LIFE EDUCATION:

Dr. Ralph H. Ojemann, Iowa Child Welfare Research  
Station, State University of Iowa, Iowa  
City, Iowa

### PRESCHOOL SERVICE:

Mrs. W. C. Storey, 2832 Minot Avenue, Cincinnati  
9, Ohio

### PROGRAMS AND FOUNDERS DAY:

Mrs. John E. Hayes, Box 72, Twin Falls, Idaho

### PUBLICITY:

Mrs. Leon S. Price, 308 Cumberland, Dallas, Texas

### READING AND LIBRARY SERVICE:

Mrs. Aaron E. Margulis, 1664 Cerro Gordo, Santa  
Fe, New Mexico

### RECREATION:

Miss Dorothea Lemch, Director of Recreation, 115  
City Hall, Portland, Oregon

### RURAL SERVICE:

Dr. John S. Carroll, 2839 State Street, San Diego 1  
California

### SAFETY:

Mrs. P. D. Bevil, 2911 Twenty-fifth Street, Sacramento  
18, California

### SCHOOL EDUCATION:

Dr. John W. Studebaker, 33 West Forty-second  
Street, New York 36, New York

## PRESIDENTS OF STATE BRANCHES

**ALABAMA:** Mrs. J. H. Rutledge,  
1104 Montvue, Anniston

**ARIZONA:** Mrs. Leland Burkhart,  
3949 East Desmond Lane, Tucson

**ARKANSAS:** Mrs. Carroll Watson, Osceola

**CALIFORNIA:** Mrs. Russell Scott,  
435 California, Salinas

**COLORADO:** Mrs. Daniel W. Richardson,  
P. O. Box 145, Wheat Ridge

**CONNECTICUT:** Mrs. Roy L. Cole,  
91 Water Street, Stonington

**DELAWARE:** Mr. Herbert H. Perckham,  
57 The Strand, New Castle

**D. C.:** Mr. John B. Gilliland,  
2147 F Street, N.W., Washington 7

**FLORIDA:** Mrs. W. L. Mussen,  
8825 Colony Road, Miami

**GEORGIA:** Mr. Knox Walker, Fulton County  
Administration Building, Atlanta

**HAWAII:** Mr. J. Ralph Brown,  
239 Merchant Street, Honolulu

**IDAHOO:** Mrs. George Tonkin, Jr.,  
2825 Mountain View Drive, Boise

**ILLINOIS:** Mrs. Milton L. Wiener,  
422 Central Avenue, Wilmette

**INDIANA:** Mrs. Graydon Heuman,  
1809 West Main Street, Muncie

**IOWA:** Mrs. Harold Honohan,  
R. R. 2, Boone

**KANSAS:** Mrs. Ray Wright,  
6 Colonial Court, Lawrence

**KENTUCKY:** Mrs. W. J. Latta,  
1209 West Fifteenth Street, Owensboro

**LOUISIANA:** Mrs. George B. Walther, Jr.,  
444 Tenth Street, Lake Charles

**MAINE:** Mr. Howard L. Bowen,  
177 Second Street, Hallowell

**MARYLAND:** Mrs. Fred L. Bull,  
4312 Kowalt Drive, College Park

**MASSACHUSETTS:** Mrs. Harold B. Murch,  
7 Sanborn Road, Hingham

**MICHIGAN:** Mrs. Fred L. Keeler,  
1824 Collins, S.E., Grand Rapids

**MINNESOTA:** Mrs. John P. Livingston,  
34 East Artavia, Duluth 11

**MISSISSIPPI:** Mrs. Stovall Lowrey,  
204 Cherry Street, Clarksdale

**MISSOURI:** Mrs. Frank B. Leitz,  
6832 Locust Street, Kansas City 10

**MONTANA:** Mrs. Clara Munger,  
517 Sixth Avenue, Helena

**NEBRASKA:** Mrs. A. W. Koester,  
931 Toluca, Alliance

**NEVADA:** Mr. Rulon H. Manning,  
602 Mary Street, Carson City

**NEW HAMPSHIRE:** Mrs. Bertram Hadley,  
North Weare

**NEW JERSEY:** Mrs. A. G. Link,  
368 Mount Prospect Avenue, Newark 4

**NEW MEXICO:** Miss Reene Ashton, New Mexico  
Western College, Silver City

**NEW YORK:** Mrs. Harold J. Fallon,  
15 Birch Brook Road, Bronxville

**NORTH CAROLINA:** Mrs. John W. Crawford,  
3204 Clark Avenue, Raleigh

**NORTH DAKOTA:** Mr. Walter M. Loomer,  
715 Cottonwood Street, Grand Forks

**OHIO:** Mrs. W. C. Davis,  
R.R. 1, Hickory Farm, Medina

**OKLAHOMA:** Mrs. W. Fred Scott,  
1421 South Daugherty, Oklahoma City

**OREGON:** Mrs. J. W. Staggs,  
622 South Main Street, Milton-Freewater

**PENNSYLVANIA:** Mrs. Cecil S. Garey,  
1626 Money Avenue, Scranton 9

**RHODE ISLAND:** Mrs. Harold J. Gildea,  
75 Auburn Street, Pawtucket

**SOUTH CAROLINA:** Mrs. J. C. Dowling, Jr.,  
Gaffney

**SOUTH DAKOTA:** Mrs. H. J. Watson,  
608 Wiswall Place, Sioux Falls

**TENNESSEE:** Mrs. Ralph W. Frost,  
614 Oakhurst Drive, Knoxville

**TEXAS:** Mrs. Leon S. Price,  
308 Cumberland, Dallas

**UTAH:** Mrs. H. Cecil Baker,  
719 South Sixth East, Logan

**VERMONT:** Mrs. Merlin Burton Ward,  
Moretown

**VIRGINIA:** Mrs. W. W. Kavanaugh,  
2252 Lincoln Avenue, S.W., Roanoke

**WASHINGTON:** Mrs. Arthur Skelton,  
5415 Beach Drive, Seattle 16

**WEST VIRGINIA:** Mrs. John H. Brown,  
2018 Twenty-third St., Parkersburg

**WISCONSIN:** Mrs. Robert L. Schumper,  
4117 Hiawatha Drive, Madison 5

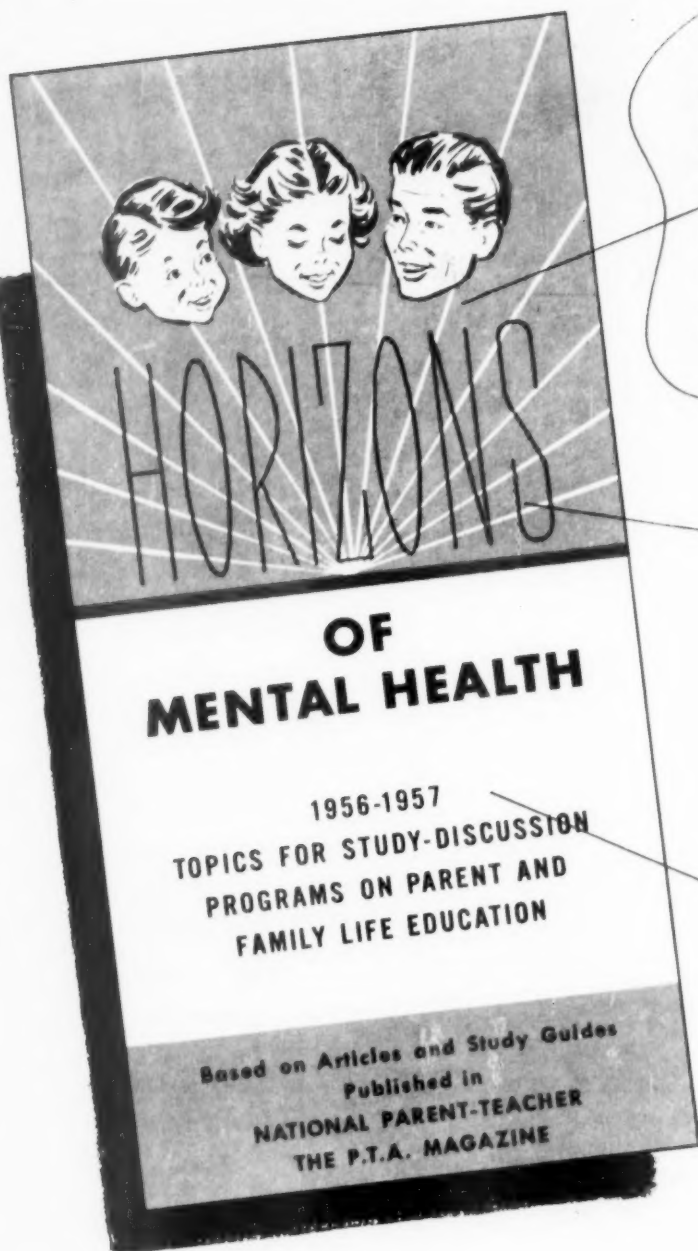
**WYOMING:** Mrs. Rupert Kocherham,  
Lovell

## NATIONAL OFFICE: 700 North Rush Street, Chicago 11, Illinois

Director of Office and Administrative Assistant  
Ruth A. Bottomly  
Business Manager  
Roe M. Wright  
Assistant to Director of Office  
Margaret S. Wells

Field Staff Members  
Ellen Dell Bieler  
Denna Kennedy

Publications  
Eva H. Grant, Editor-in-Chief  
Mary A. Ferre, Managing Editor  
Mary Elinore Smith, Senior Assistant Editor  
Josephine Constantino, Assistant Editor  
Vera J. Diekhoff, Assistant Editor



#### **PRESCHOOL COURSE**

*Do Children Grow by Timetables?  
Safe but Sturdy  
What Shall We Read to Our Children?  
Why Hasn't He Talked Yet?  
What Grandparents Are For  
How Early Does Discipline Begin?  
Shall We Send Him to Nursery School?  
Baby's Demands and Parent's Desires*

#### **SCHOOL-AGE COURSE**

*Teacher and Parent Talk It Over  
Do Parents Teach the 3 R's?  
When Friendship Is in Flower  
Gifts Good for Learning  
Shall the Rod Be Spared in School?  
Children Need Time of Their Own  
"The Best There Is in Them To Be"  
Lasting Lessons in Spiritual Values*

#### **ADOLESCENT COURSE**

*What Is the Press Doing to Teen-agers?  
Agenda for Adolescents  
Boy Meets Girl—Then What?  
School <sup>and</sup> or a Job  
Are Clashes Inevitable?  
What They Worry About and Why  
"Getting Tough" Doesn't Help  
Are We Prolonging Youth's Dependence?*

With this issue of the *National Parent-Teacher* the 1956-57 programs on parent and family life education get under way. "Horizons of Mental Health" was chosen as this year's theme because of the large agreement among our readers on the need to know more about healthy personality development.

If your P.T.A. study-discussion groups are in the process of being organized or if (as often happens) the attendance is twice what you expected, you'll

need to fill out your stock of the leaflet pictured above, which describes the three programs.

Every parent-teacher association will want a goodly supply, for distribution not only at regular meetings but at leadership training workshops and institutes.

The leaflets may be secured free of charge from the Study Program Division, *National Parent-Teacher*, 700 North Rush Street, Chicago 11, Illinois. Send in your request now.

## **National Parent-Teacher**

**700 NORTH RUSH STREET • CHICAGO 11, ILLINOIS**